DOCUMENT RESUME

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ABSTRACT

Presented is a curriculum of play and recreation activity adapted to the needs of parents and teachers of physically, mentally, and emotionally handicapped children. The kit of materials includes a teachers' manual and 12 play guides that outline the teaching of the following physical activities: rhythm, movement and dance; seeing and creating; walking, running, jumping, and ropes; hiking, camping and picnics; water activities; ball skills; bowling; volleyball; basketball; soccer and kickball; softball. There are also guides to physical activity for the very young or severely handicapped child. A bibliography of resource materials is included with each guide. The kit also includes a self-contained incentive and award chart. (BD)

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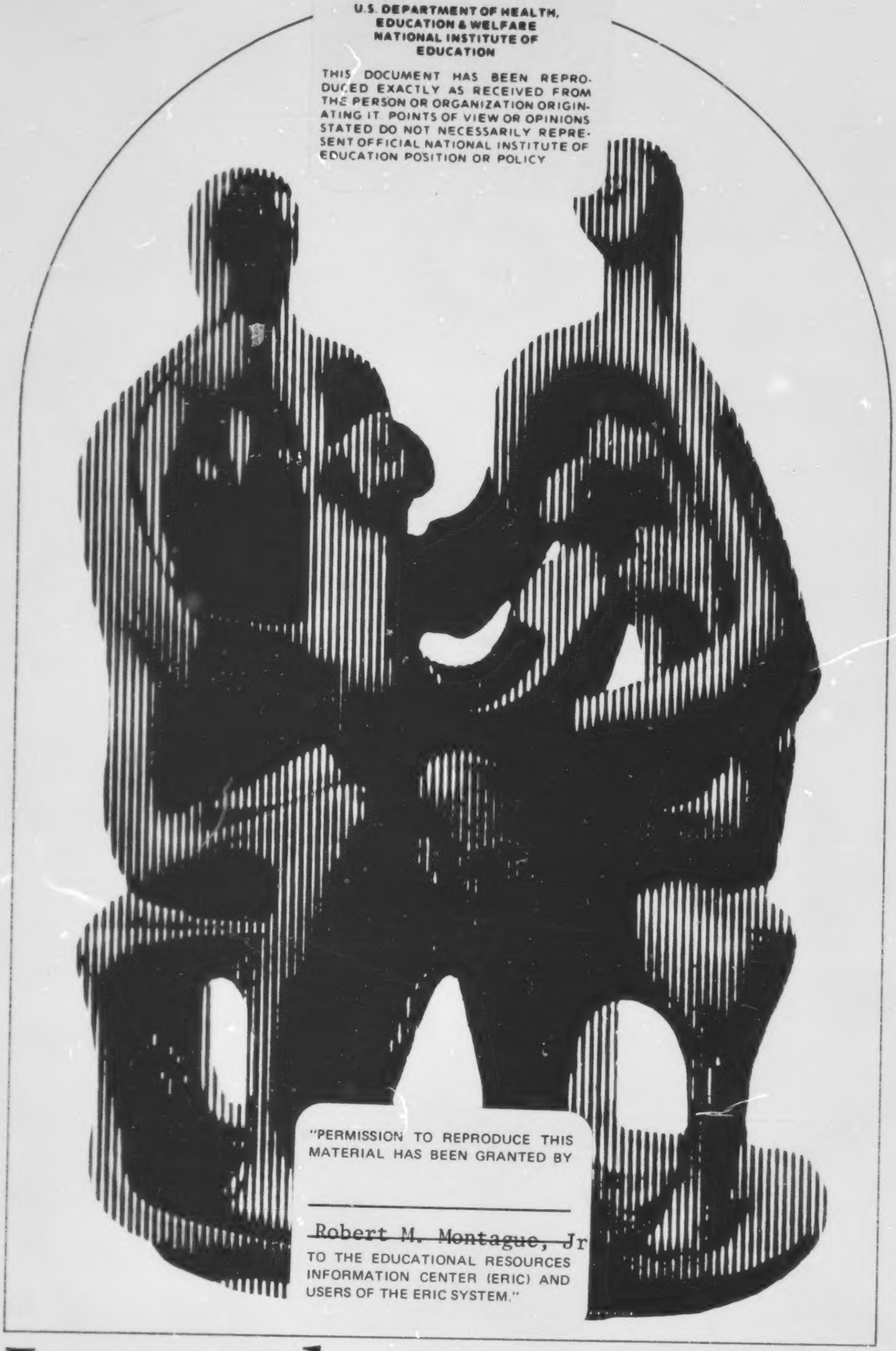

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~~Robert M. Montague, Jr~~
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Let's-Play-to-Grow

For Families, for Schools, for Communities

2

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How to Get the Most Out of Let's-Play-to-Grow

Post the "I'm a Winner" Chart and have your child fill in the squares as each hour of Let's-Play-to-Grow fun is completed.

At the end of 30 hours of Let's-Play-to-Grow activity, ask your child to pick the athlete whose picture he would like to have on his Winner's Club patch.

Mail the postcard in the Manual to the Kennedy Foundation. Your child will receive a press-on patch with the picture of the athlete of his choice and a Certificate of Achievement for the whole family signed by his athlete.

You will also receive another "I'm a Winner" Chart to fill out for the next 30 hours. Keep on with Let's-Play-to-Grow until you get a whole set of patches.

Good Luck! Have Fun!

Your Let's-Play-to-Grow Kit Includes:

Instruction Manual for Parents and Teachers

Guide 1	For the Special Child who is Very Young or Severely Handicapped
Guide 2	Fun with Rhythm, Movement and Dance
Guide 3	Fun with Seeing and Creating
Guide 4	Walking, Running, Jumping and Fun with Ropes
Guide 5	Fun Outdoors: Hiking, Camping, Picnics
Guide 6	Fun in the Water
Guide 7	Basic Ball Skills
Guide 8	Fun with Bowling
Guide 9	Fun with Volleyball
Guide 10	Fun with Basketball
Guide 11	Fun with Soccer and Kickball
Guide 12	Fun with Softball

"I'm a Winner" chart to record your child's accomplishments

Let's-Play-to-Grow

Manual for Parents and Teachers

Nothing is so clear in this world
as the glory in the special child.
It shines in its hard times with words—
they are songs if you listen carefully.
And in his troubled walk—there is a
dance if you pay attention. The special
child whether or not he came into the
world in agony or had that agony imposed
on him by the world—that child is a blessing.
It is our work to celebrate his being on
this earth, to celebrate his life, his
spirit, his right to grow, to be who
he is. No matter how difficult that being
in the world might be, the special child
has a share in this world and this world
must have a share in him. The special
child and those who are his guardians
must learn how to give life to each other,
and these pages will tell us with simplicity
and joy how we might begin that holy task.

Henry Moore's superb sculpture, "The Family," with its message of beauty, strength and mutual support, is the symbol of the Let's-Play-to-Grow Program of the Joseph P. Kennedy, Jr. Foundation. As the hands of the sculptor disclose the texture and shape embedded in the stone, so children's lives are given shape and texture by the people around them. We hope Let's-Play-to-Grow will be a part of this process of your child's 'becoming'—an ongoing source of love, sharing and growth.

COVER: The poem, "Childhood in the Special Child," was written especially for Let's-Play-to-Grow by Ned O'Gorman.

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Acknowledgments

Let's-Play-to-Grow is more than a program written by technical experts in phys cal education and recreation. It springs as well from the successes and frustrations, the hopes and disappointments of loving parents and teachers who have devoted their lives to special children.

A mother in East Harlem taught us how she trained her child to bowl by usin a rubber ball and empty milk cartons in the dark hallways of their tenement. A father in the Blue Ridge Mountains showed us how he taught his son to kick a ball. In California, a young Mexican-American mother glowed with pride as he one year old baby held its head up for the first time. She had been giving him exercise and stimulation since birth. She taught us how to teach others to do what she had done.

In workshops all over America, we asked parents what kinds of play their sp cial children enjoyed most. And we listened as they told us how their special children learned to play.

None of this would have been possible without a miraculous blending of per sons with professional skills, practical experiences and generous hearts. Thoug it is impossible to mention all who contributed significantly, I wish to acknowledge with special gratitude the contributions made by:

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Washington, D.C.
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Washington, D.C.
Elizabeth Wood
Maryland

I would like to express a special word of thanks to Kay Evans whose keen editorial judgment is reflected throughout Let's-Play-to-Grow.

There is one person whose unfailing devotion and understanding have continued undiminished through all the months, even years, of effort which have gone into creating Let's-Play-to-Grow. That person is Herbert J. Kramer, who for more than ten years has selflessly served the mentally retarded through his work with the Joseph P. Kennedy, Jr. Foundation.

And finally, to my husband, Sargent. His energy ripples across every endeavor of the Kennedy Foundation, but I am particularly grateful to him now. His love of family and his delight in sharing times of play and learning have bee an inspiration for this program. His judgment and wisdom have helped to shape it. His unwavering strength has given it life.

Eunice Kennedy Shriver

Dedication

It is with tremendous hope and pleasure that I greet you and welcome you to the Let's-Play-to-Grow program. It is a program dedicated to all who love children — but especially to those who love and care for special children.

The purpose of Let's-Play-to-Grow is very simple — to bring the physical and spiritual delights of play to all the parents and teachers who so deeply wish to reach special children and share with them a close and creative relationship.

Play is a marvelous way to have brothers, sisters, friends and classmates come to know the loving nature and joyous spirit of the special child.

I hope these Guides will give you the assurance that you can, indeed, help your special child grow through play. In them, you will find some simple steps, some fun, some solutions and rewards. As you live these pages with your child, I hope you will find added strength, achievement, pride, confidence and delight.

And, more than that, as you go along together through days and years of play and adventure, it is my hope that you may hear — in the joyful process of discovery — the resounding echo of new and greater love.

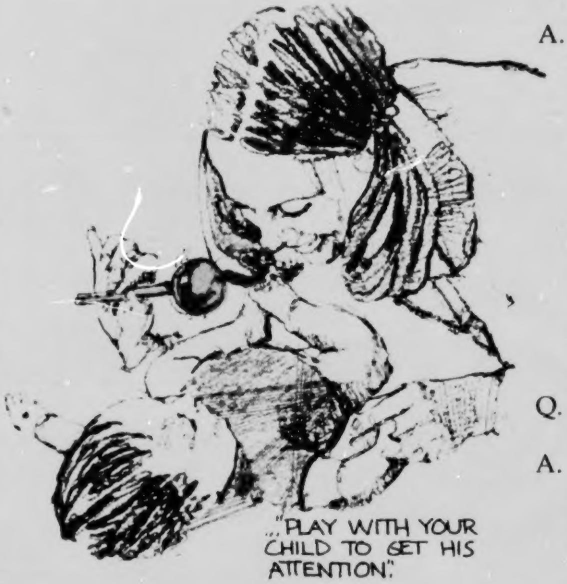
Eunice Kennedy Shriver

EUNICE KENNEDY SHRIVER

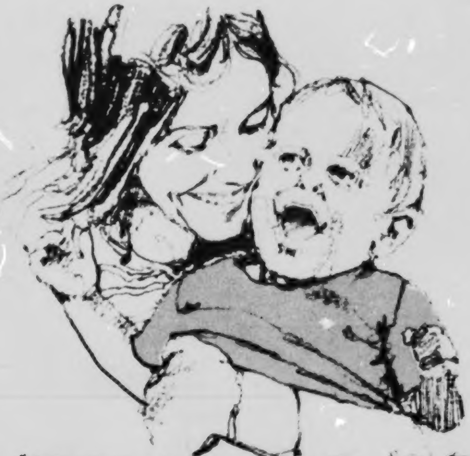
Let's-Play-to-Grow is a guide to play, not a book of rules. If you are just beginning play activities with your special child, the best way to learn is by using these booklets to give you suggestions. Then you will find out what comes easiest and most naturally to you and your child. The experiences of parents of special children can be helpful, too. So we asked a few parents who have been directly involved in their special children's development to share with you some of their insights. We hope they will give you some good ideas of what to do and what to expect.

Q. **How did you get started playing with your child?**

A. First I had to know how to get his attention. As often as I could, I would talk, sing, pick him up, rock him, hold up simple toys and move them from side to side. I'd clap hands with him; rub his back, arms and legs; toss and bounce him. Too many parents think their special children are fragile. They're not. So don't hold back in getting your child to react to you.



..."PLAY WITH YOUR CHILD TO GET HIS ATTENTION."



"GET YOUR CHILD TO REACT TO YOU."...

Q. **How did you know if you were getting through to your child?**

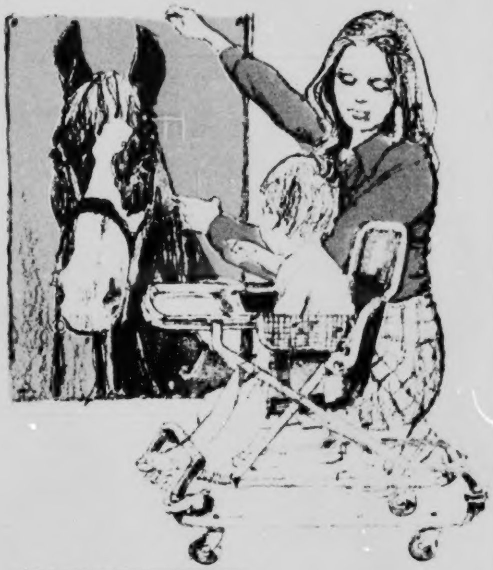
A. A mother quickly gets to know her child's reactions. Watch carefully to see if your child reacts when you talk to him. Does he turn his head to you? Does he smile? Does he reach for you or follow you with his eyes? Does he laugh? Keep smiling, talking, singing, clapping, touching, waving, until you get a response.

Q. **What do you do when you're tired or frustrated?**

A. If what you're doing doesn't seem to be working, stop for a while and then come back to it again. Go over all the things your child *can* do before trying something new. Do the things *he's* interested in, then go on to what *you* are trying to teach. Don't keep your expectations too high, but be happy, and let your child know you're happy, with every small proof of progress.

Q. **How much planning ahead do you do?**

A. I think and plan each evening for what we'll do together the next day. I try to have goals, but I don't decide in advance when we're going to arrive at them. If your child doesn't seem to be interested in anything you're doing, then think about a different way to get his attention or response. Be inventive. For example, I put wallpaper on the ceiling so that when he's lying on his back, his senses are stimulated by the pattern. I put up colorful, new posters and pictures on the walls each week or so, and make sure he notices them.



..."INVENT DIFFERENT WAYS TO GET YOUR CHILD'S ATTENTION."

Q. **Do the other members of your family help?**

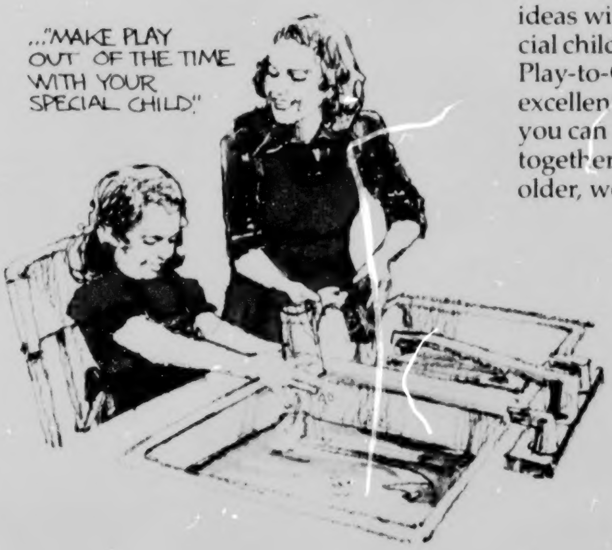
A. It's important that father, brothers and sisters share the experience of playing with and teaching your special child. You'll often find that when the child won't respond to you, a brother or sister can get through to him. Use another child to build up your special child's confidence. I'll say, "Oh, Jonathan (my special child), Jeffrey doesn't want to jump today (or any other simple activity), will you show him how?" As often as possible, let your special child be the teacher and not always the one who is being taught.

Q. **Are books and guides like Let's-Play-to-Grow helpful?**

A. Very. But don't be looking at the book at the same time you're playing with your child. Your child must feel confident that you know what you're doing. Play should seem happy and spontaneous. So decide in advance what game or exercise you are going to do next. If it's something you've read about, practice it beforehand. I'll even use a doll or a pillow to rehearse something like turning over or sitting up before we try it together. Then I'm sure of what I'm doing and my own confidence helps build up his.

Q. **Should you set aside certain times for Let's-Play-to-Grow activity?**

A. Yes — especially if you are often away from home or if you are busy doing other things around the house. But the most important thing is to make play out of all the time you spend with your special child. If I wash dishes, my special child has fun doing it with me. If I take a walk, he goes, too. If I vacuum, he listens. I play the radio or stereo. I make games out of matching colors. For example, when I was trying to teach "red", I made sure there were dozens of red objects around the house: pillows, buttons, beads, balls, paper napkins, placemats. And he learned red. Then, he learned all the colors this way, one at a time.



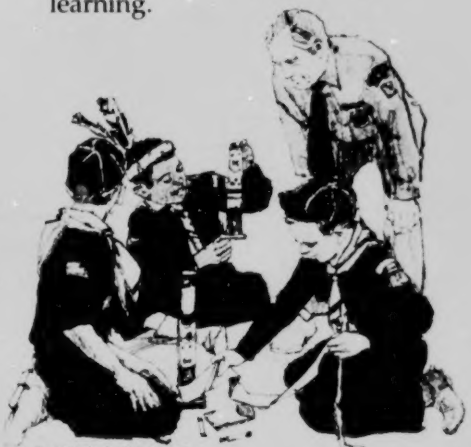
..."MAKE PLAY OUT OF THE TIME WITH YOUR SPECIAL CHILD."

Q. **Are friends and neighbors helpful?**

A. At first they tend to give you more sympathy than help. But don't be afraid to ask them to help; to enter into your child's life. Sometimes when I'm tired and need some time all to myself, my neighbor will take my child for a walk around the block. It's just 15 minutes, but it's exciting for him and a great help to me.

Q. **What community services have been most helpful to you?**

A. When my child was very young, I found the public library very useful in finding books of ideas and suggestions for teaching and playing with my child. As my child grew older, the local chapter of the ARC was absolutely essential. There is no substitute for sharing problems and ideas with other parents of special children. Forming a Let's-Play-to-Grow Club would be an excellent idea. Then, several of you can do these things together. As my child grew older, we found that the local University, the "Y," and the Parks and Recreation Department had programs of activities for special children like bowling and swimming. Special Olympics is great, because your child doesn't need to be a "star" to take part and be a winner. In many places, the Boy Scouts and Girl Scouts have troops for special children. Some are even including special children in their regular troops. Now, of course, the public schools almost everywhere are opening up their facilities for playing and learning.



..."MANY SCOUT TROOPS PROGRAM ACTIVITIES FOR SPECIAL CHILDREN."

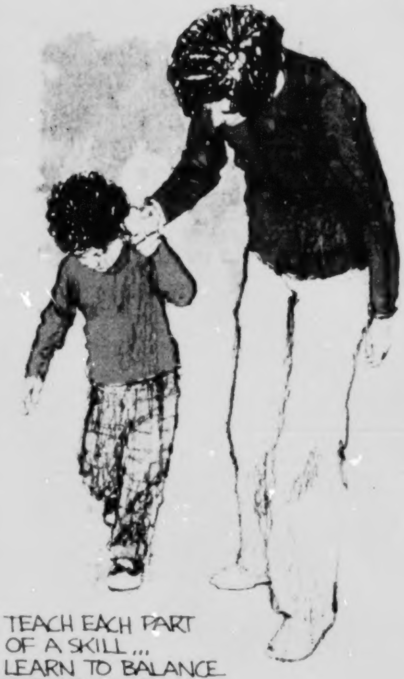
Q. **What is your most important advice for the parents of a special child?**

A. Get involved with your child from the very beginning. Make teaching and stimulating him an instinctive part of everything you do. Be loving, full of compliments, but realize that you will go through times of weariness and frustration. Keep trying new ways to do things until you find the right one. And remember — even though it may be a long time in coming — your whole family will grow in strength and love because you have a child who is special.

Play for Beginners

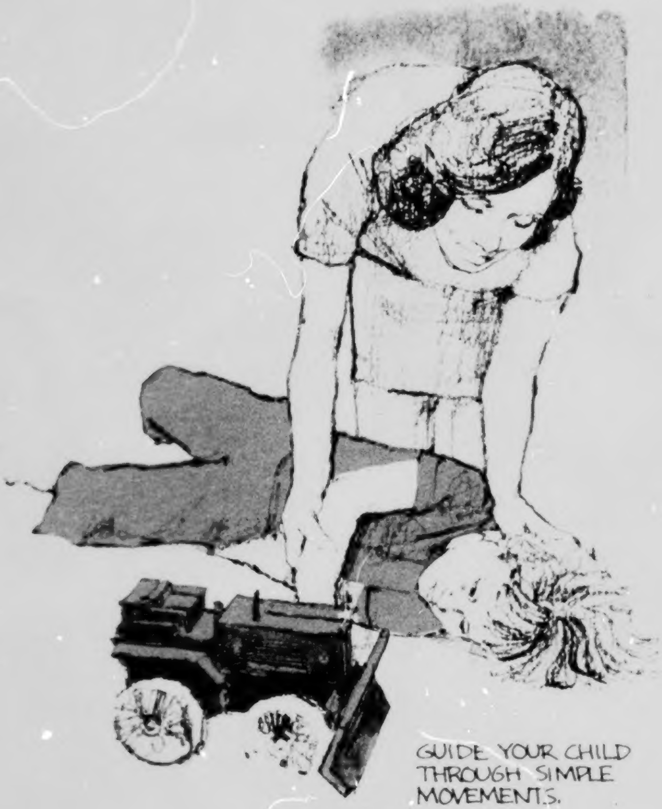
Special children often find it hard to perform the physical movements needed for many kinds of play—movements like creeping, rolling, throwing, jumping, running and kicking. However, through love and patience you can teach your child enough of those movements to make many kinds of play possible and enjoyable. Let's-Play-to-Grow will help you to discover the activities your child enjoys and help you both share the fun of learning, playing and growing.

1. Think About How the Body Works.
To teach a skill, it helps to know how the parts of the body work to perform that skill. Think about it. To roll over, your child's head must turn in the direction in which he wishes to roll. How can you help your child with this movement? You may need to start your child's head by guiding it with your hands. Perhaps your child will respond to a brightly colored object at the side of the head. The more you play with your child, the more you will discover ways to help him learn every kind of movement needed for play.



TEACH EACH PART OF A SKILL... LEARN TO BALANCE BEFORE SKIPPING.

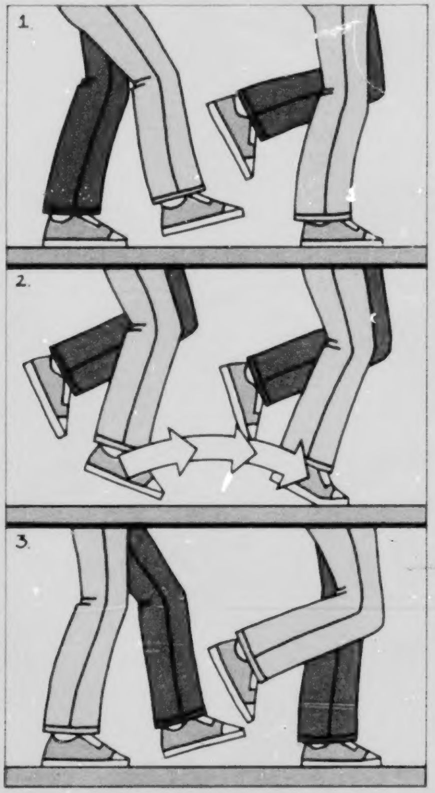
2. Break the Skill into Parts.
Most play movements have several parts that must be done one after another. Before you teach a child to skip, you must first teach him to take a step, then balance on one foot, then hop, step, then balance and hop again. Before starting to teach a skill, try it yourself first. You'll be a better teacher.



GUIDE YOUR CHILD THROUGH SIMPLE MOVEMENTS.

3. Teach Movement Parts in Order.

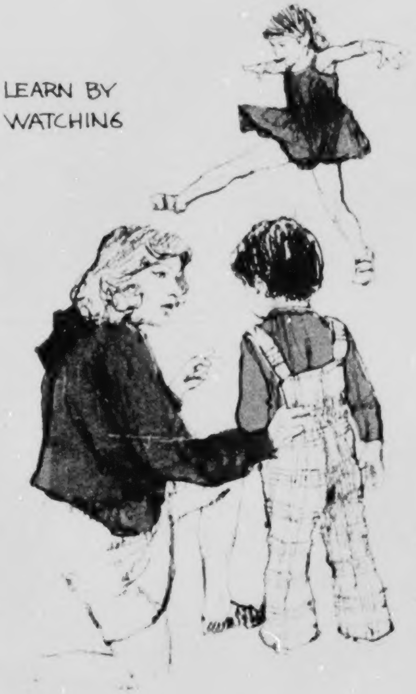
The order in which movement parts are learned is very important. Skipping, for example, cannot be learned unless your child can balance briefly on one foot. Sometimes it is best to teach the fun part first. Take bowling: A child who learns to push or roll a ball towards the pins — with or without help — can have the fun of knocking down the pins even before learning the other parts of the game. In basketball teach your child to shoot the ball through the basket first — since that is the most fun — and then teach passing or dribbling.



SKIPPING - SHOW YOUR CHILD HOW:
1. TAKE A STEP... THEN BALANCE.
2. HOP AND LAND ON THE SAME FOOT.
3. TAKE A STEP ON THE OTHER FOOT, BALANCE, HOP AND STEP AGAIN.

4. Be the Model.

Some children find it hard to understand spoken directions. Ask your child to do a simple movement. If he cannot, then guide his body through the movement. If this is still too hard, it may be that your child can learn best by watching you or another child.



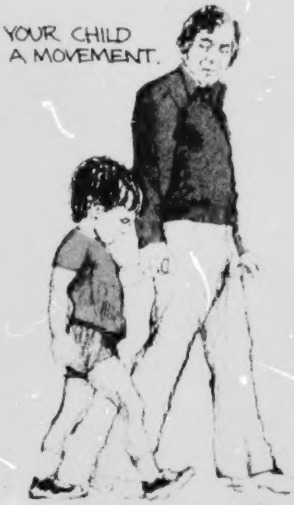
LEARN BY WATCHING

Start by saying, "Watch me." Then say, "Now *you* try it." In time, your child may be able to learn two, three, five or more parts in sequence. Skipping has many movement parts, but children can learn to skip by watching others and imitating them.

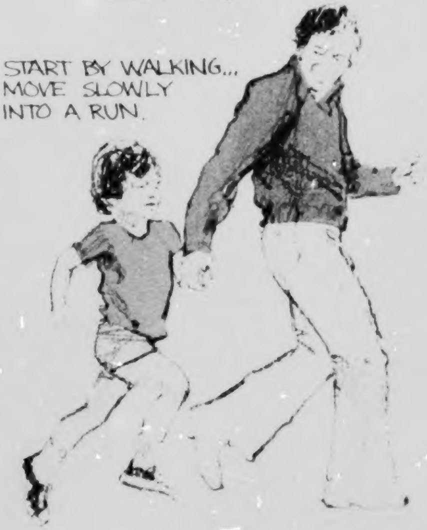
5. Move with Your Child.

It helps many children to "feel" a movement. Running, for example, may be thought of as fast walking, but the idea of "fast" may be hard. Hold your child's hand and start by walking side by side. Then, go into a jog; then, speed up into a run. A good way for a small child to "feel" running or jumping is to have him stand on your feet while you perform the movement.

When you move with your child remember to help only with what the child cannot do. Encourage him to do as much as he can on his own.



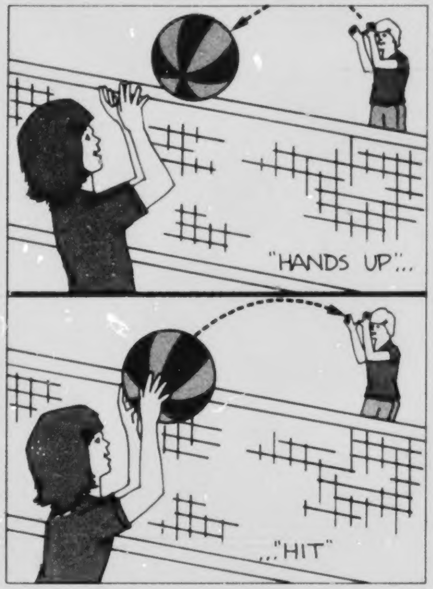
HELP YOUR CHILD "FEEL" A MOVEMENT.

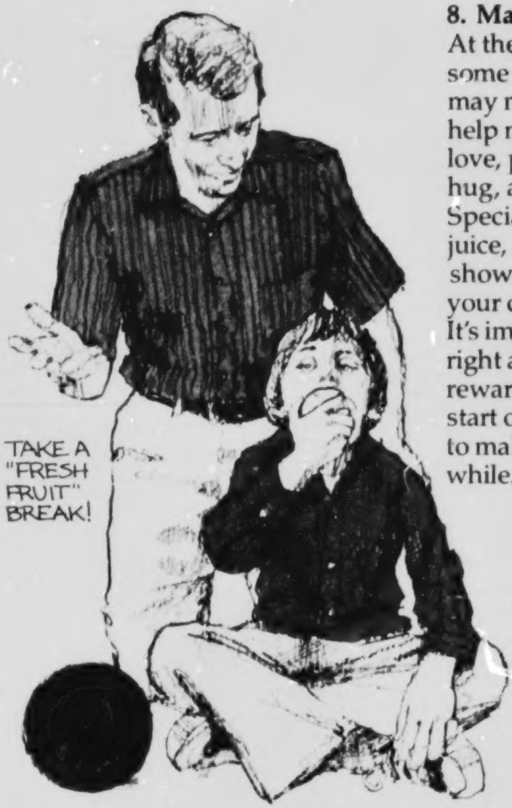


START BY WALKING... MOVE SLOWLY INTO A RUN.

6. Help with Hints.

Often, just a key word or two will help a child remember what to do. In volleyball, for instance, it is important for the child to be ready to hit the balloon or volleyball when it comes over to him. You can help by saying, "Hands up!" "Hit the Ball!" as a reminder that both hands should be turned "toward the sky" to be ready to hit the ball.





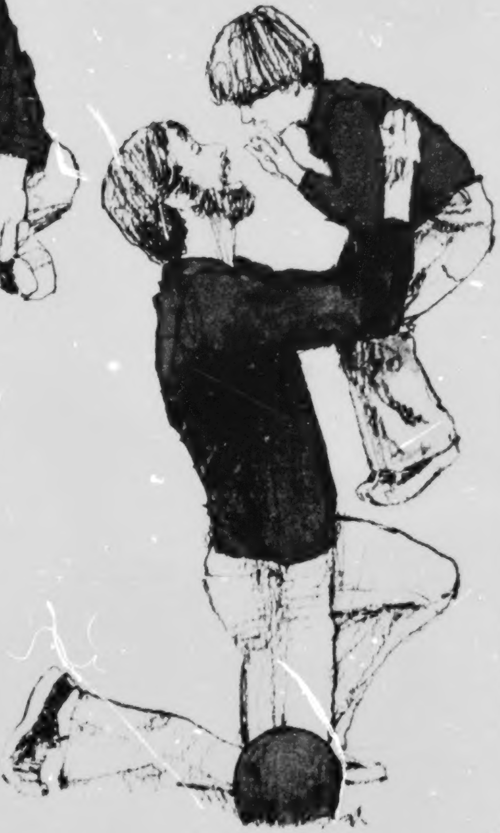
TAKE A "FRESH FRUIT" BREAK!

7. Keep the Training Periods Short.

Like all children, special children tend to get restless and impatient when they are bored or tired. For these children, short periods of play two or three times a day are often better than a single, long session. See how long your child can play before getting tired or cranky. Stop before that limit is reached. But as he shows more interest in playing you can experiment with extending the play time. Give a small reward and a promise to play again soon.

8. Make it Fun.

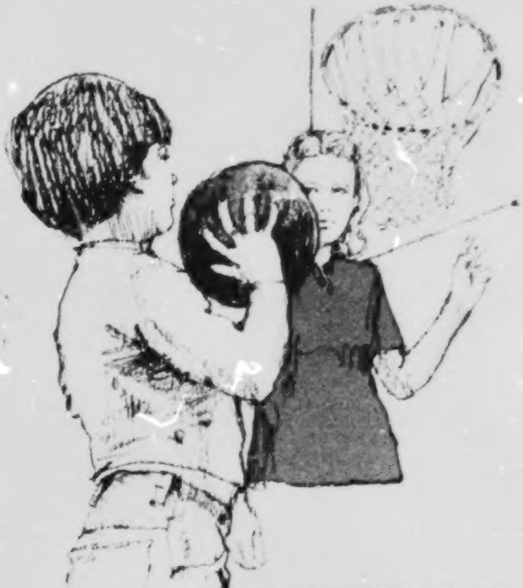
At the very beginning, especially, some Let's-Play-to-Grow activities may not be much fun. But you can help make work seem like fun with love, praise, and encouragement. A hug, a kiss, a sincere "That's great." Special rewards like ice cream, juice, a toy, extra television time — show how pleased you are with your child's efforts and successes. It's important to give the reward right away. Later on, this kind of reward may not be needed. But to start off, use every imaginable way to make the effort seem worth while.



"YOU'RE DOING GREAT, BILLY!"

9. Use Make-Believe.
Sometimes play can become tiring. Interest and attention can fade. That's the time to spice up your Let's-Play-to-Grow sessions with imagination. Encourage your child to pretend he is a football star, a circus performer, an animal or even a car or train. Does your child have a hero? Let him be that person. And why don't *you* try make-believe, too? It will open up a whole new world of imagination for both of you.

10. Success is the Best Reward.
Do everything you can to help your special child feel successful. Give him plenty of time. Never rush. Sometimes let him go first — so that the others must do what he does. Put him where success is easiest — nearest the net in volleyball, or right in front of the hoop in basketball. Shorten distances if your child can't run far enough. Once a skill is learned, it will be done faster and better. And keep in mind that Let's-Play-to-Grow isn't preparing children for a single "big game," but starting them out on activities to enjoy for their whole lives.

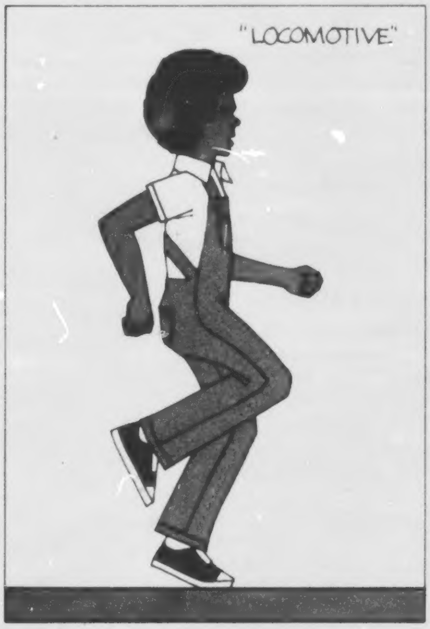


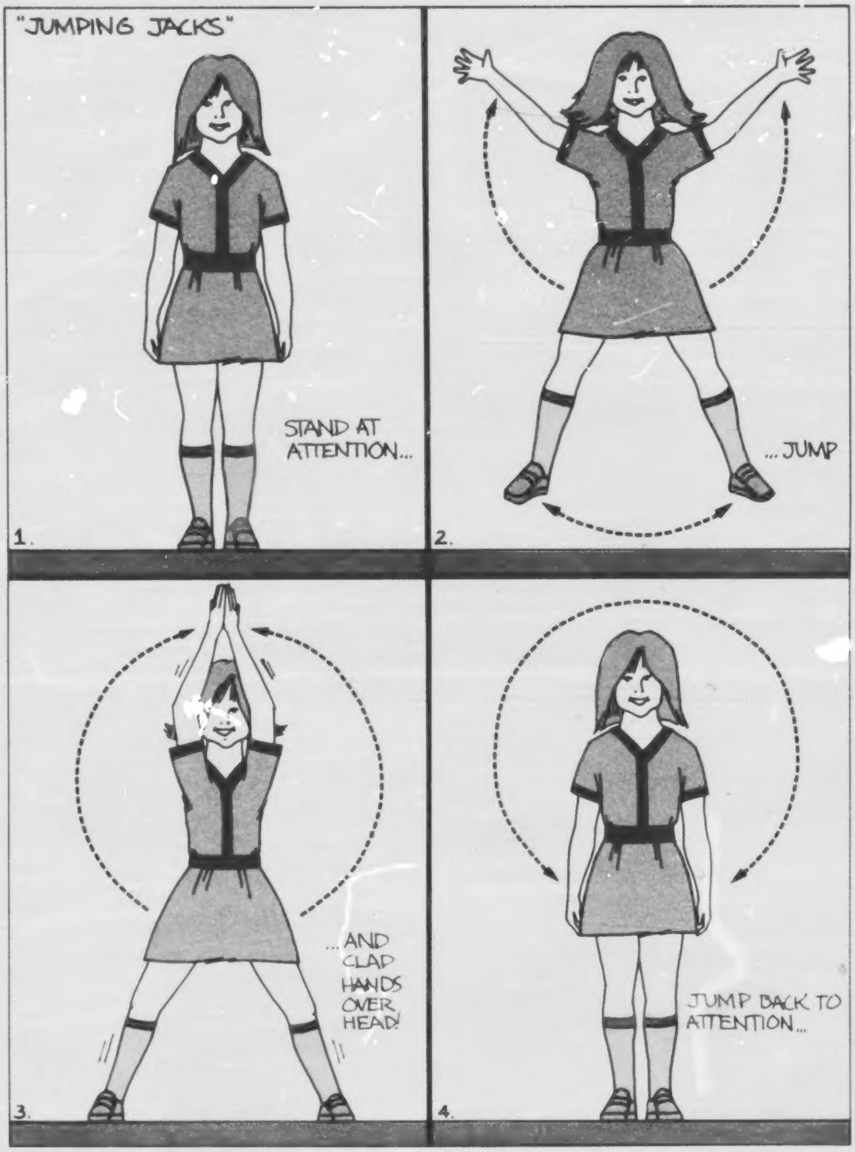
BE SURE YOUR CHILD'S EFFORTS SUCCEED... IT WILL ENCOURAGE HIM TO GO ON.

Gaining Skills-Warm-Ups

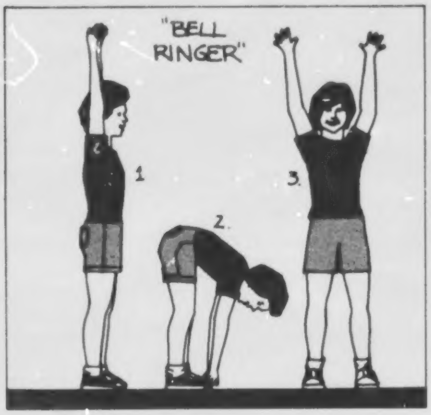
Whenever you play with your child, it's a good idea to start with a few simple exercises that get the body ready for sports and games. Three to five minutes will do it. Done correctly these activities stretch the body and get the blood going. They're fun because everyone does them together. Five of each of the following kinds of activity will get you off to a good start.

"Locomotive"
Raise knees as high as possible and pump arms back and forth. Start slowly, run fast as you can and taper off. Do this for at least 2 minutes.


"LOCOMOTIVE"

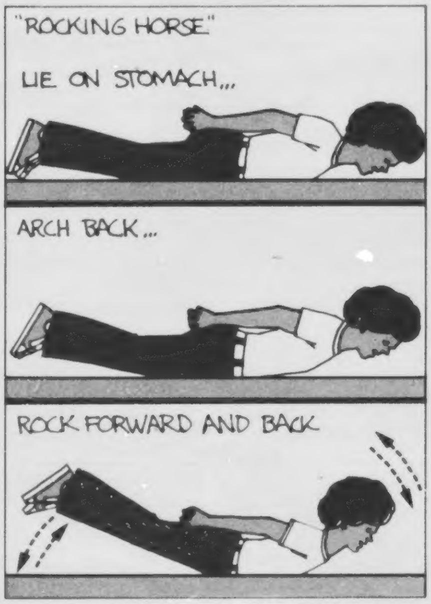

"JUMPING JACKS"
STAND AT ATTENTION...
1.
...JUMP
2.
...AND CLAP HANDS OVER HEAD!
3.
JUMP BACK TO ATTENTION...
4.

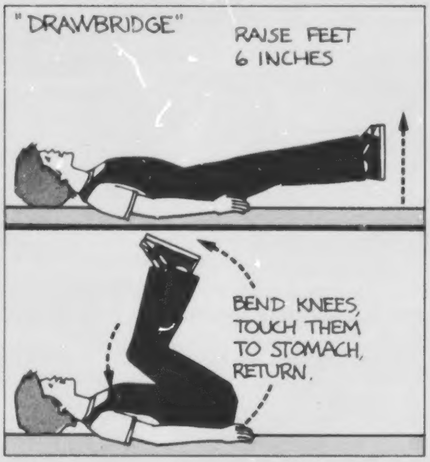
"Jumping Jacks"
Stand at attention. Then jump and clap hands over head ending up with legs spread. Jump back to attention. Repeat at least ten times.


"BELL RINGER"
1
2.
3.

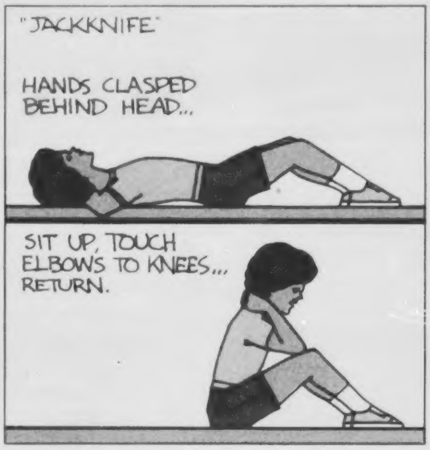
"Bell Ringer"
Stand with legs about 8" apart. Bend and touch toes. Return to standing position, arms above head. Touch toes again. Return to standing position, arms out to sides. Alternate, coming to each position at least five times.

"Rocking Horse"
Lie on stomach, hands clasped behind back. Arch back and then rock — first forward as far as possible, and then back. Do at least five times.


"ROCKING HORSE"
LIE ON STOMACH...
ARCH BACK...
ROCK FORWARD AND BACK

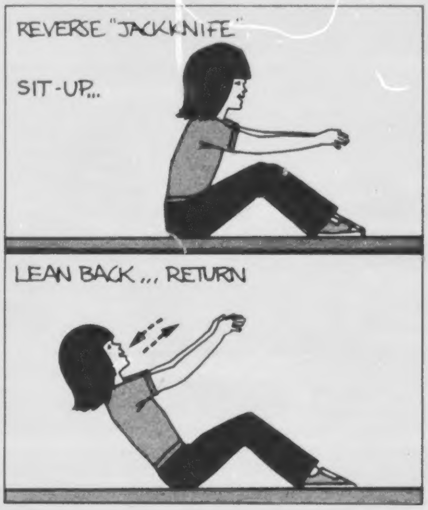

"DRAWBRIDGE"
RAISE FEET 6 INCHES
BEND KNEES, TOUCH THEM TO STOMACH, RETURN.

"Drawbridge"
Lie flat on back, hands under hips, palms down. Raise both feet six inches and pause. Then bend knees and pull them up to stomach. Straighten knees and return slowly to starting position. Do slowly at least five times.


"JACKKNIFE"
HANDS CLASPED BEHIND HEAD...
SIT UP, TOUCH ELBOWS TO KNEES... RETURN.

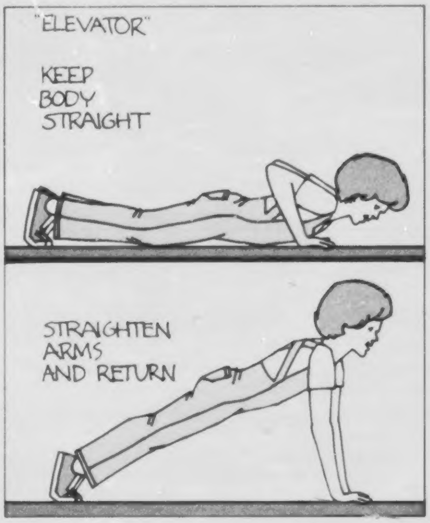
"Jackknife"
Lie on back, hands clasped behind head, knees bent. Lift up to sitting position and touch elbows to knees. Feet should not leave floor. Return to starting position. Do at least five times.

Reverse "Jackknife"
Start from a sitting position with knees bent, soles of feet on the floor. Lean back until you are about halfway down to the floor. Hold it three or four seconds (work up to six seconds) then sit up. Try this five or six times.


REVERSE "JACKKNIFE"
SIT-UP...
LEAN BACK ... RETURN

"Elevator"
Lie on stomach, palms on floor. Keep body straight and straighten arms, lifting body off floor. Bend elbows and return to starting position. Do at least five times.

A modified push-up for a child who can't lift his whole body can be done with the hips down on the floor and only the chest raised. Try to do this one ten times.

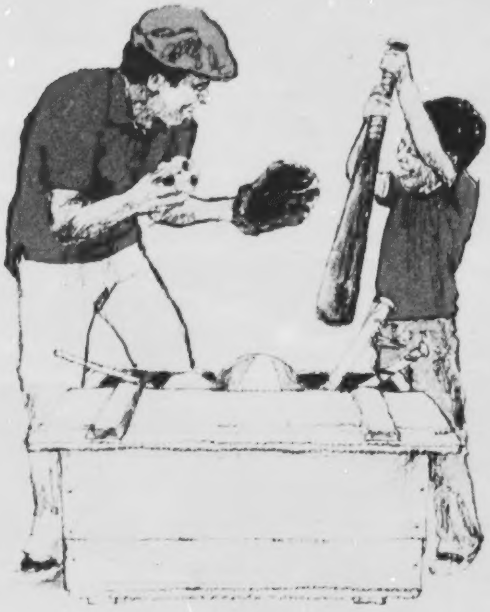

"ELEVATOR"
KEEP BODY STRAIGHT
STRAIGHTEN ARMS AND RETURN

14

Sports and Games-

When warm up time is over, let your child help to choose the activity for the day. Describe the activity and demonstrate it. Keep instructions short and simple. Try to be sure that each step is understood before you go on to the next. Take your time: each step should be fun in itself.

Try out different ways of teaching, to discover how your child learns best. Be patient. Give praise. Start out with the idea of having fun. Strength and skill will follow:



CHOOSING THE DAY'S ACTIVITIES

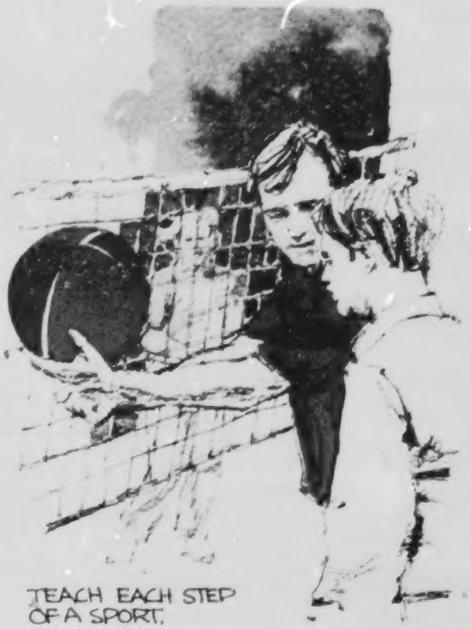
Be patient!
Sharing and 'learning-how' are every bit as important as the activity itself. Encourage everyone who takes part in Let's-Play-to-Grow to behave with courtesy, kindness and respect. Even if you can't see results as quickly as you would wish, keep up the Let's-Play-to-Grow sessions as often as you can.

Experiment!
Every child is different, so try out lots of different kinds of activities. You don't have to play with standard game balls; you can use a beanbag, a balloon, a snowball. Many wonderful games can be played with a jump rope or a length of plain clothes line. And most games don't need any equipment at all. Change the rules, if it makes the game more fun. If a child needs more than three strikes, why not four? Why not five? Most children love to make up their own rules and their own special names for the games that go with them. These home-made games are often the most fun of all.

Keep your child's pace!
If your child is very young or severely handicapped, you will want to start with the simplest kinds of stimulation and movement described in Play Guide 1.

For the child who is a little older or more advanced, try the activities in Play Guide 2, which opens up the world of movement, music, rhythm and dance. The grace and coordination needed for sports and organized games begin with these activities.

Then move on to the simplest kinds of walking, running and jumping games outlined in Play Guide 4.



TEACH EACH STEP OF A SPORT.

When your child is ready for sports, follow the teaching steps of such activities as swimming, bowling, soccer, baseball and volleyball as outlined in the Play Guides. Start with the basic skills and move forward to the more advanced — at your child's pace. Don't be afraid to skip steps if progress is rapid. These are guides, not rigid formulas.

Remember!
You can adapt all the activities in Let's-Play-to-Grow to the young adult or older person who is handicapped.

Michael Allen-A Success Story

Michael never had it easy. He was one of eleven children whose father deserted the family when he was very young. His mother cared deeply for her children and tried to do her best for Michael though, as a child, he was subject to fits of temper and had great difficulty in learning. To make up for his problems as a student, he became the class clown, with no interest in his studies or in school activities.

In time, Michael was tested and found to be in need of special education. There, for the first time, he was introduced to the world of play; first through activities just like those in Let's-Play-to-Grow, and then, when he was ready, through the local Special Olympics program.

Soon, Michael found himself making friends with his fellow Special Olympians. He developed skills and he discovered that he could learn to do things and discipline himself to follow instructions and to get along with others.

Eventually, Mike came to excel in track and field and in basketball. At the Chapter Special Olympics in Louisiana, Michael qualified for the International Special Olympics in these sports.

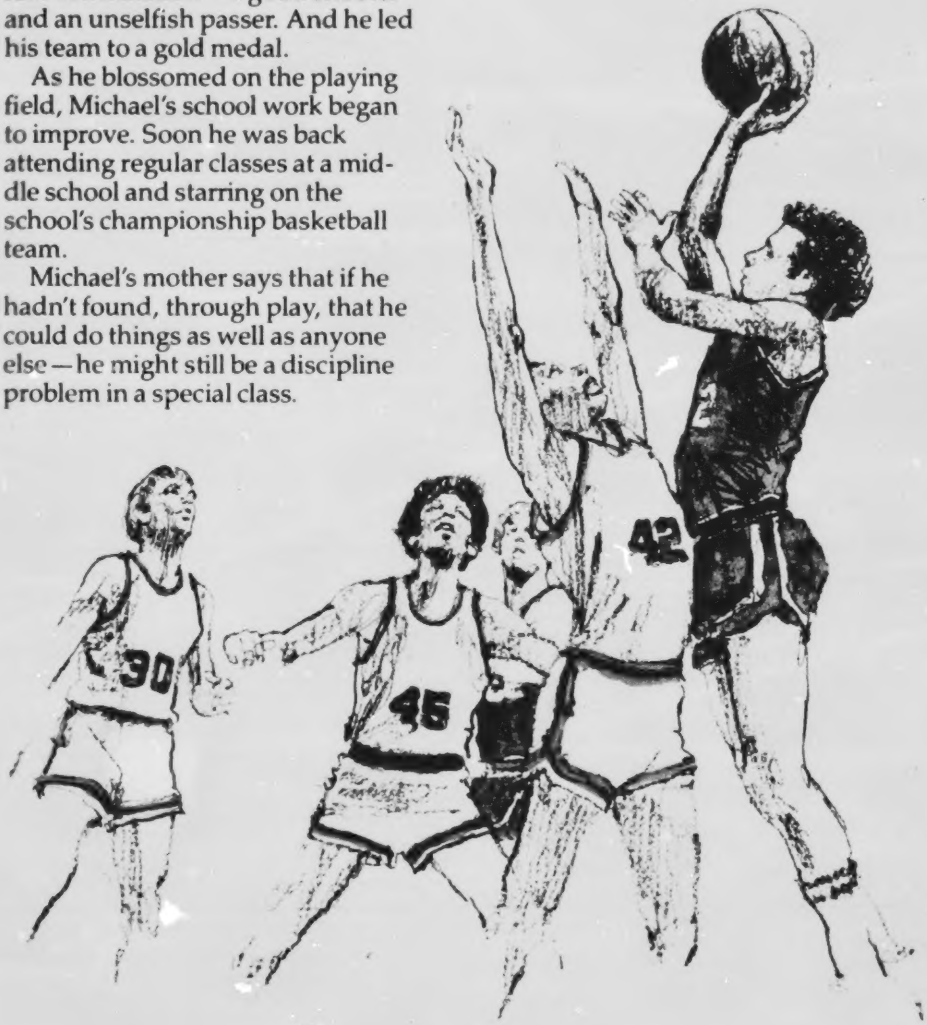
In basketball, Michael was that rare combination — a good shooter and an unselfish passer. And he led his team to a gold medal.

As he blossomed on the playing field, Michael's school work began to improve. Soon he was back attending regular classes at a middle school and starring on the school's championship basketball team.

Michael's mother says that if he hadn't found, through play, that he could do things as well as anyone else — he might still be a discipline problem in a special class.

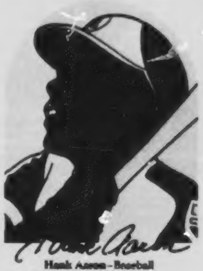
At the end of the basketball season when the local newspaper published the championship team's picture, there, on the sports page was Michael — a star.

From poverty and abandonment, Michael has grown into a fine and fit young man — thanks to a loving mother, sensitive teachers, and a sports program in which, like so many other special children — he was given the chance to "play to grow."

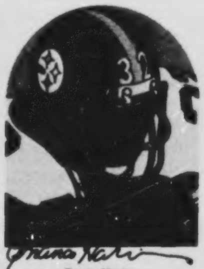


After 30 Hours

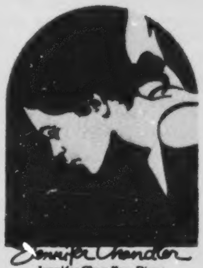
When you and your child have completed 30 hours of Let's-Play-to-Grow activities, mail the enclosed card to the Kennedy Foundation. You will receive a Certificate of Achievement for the whole family and a press-on Winner's Club patch your child will be proud to wear. You will also get another "I'm a Winner" chart to fill out for the next 30 hours. Press-on patches will be sent each time you and your child have completed 30 hours of Let's-Play-to-Grow activity.



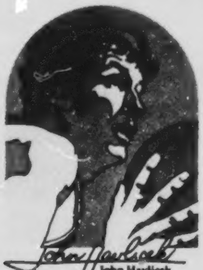
Hank Aaron – Baseball
World Record Home Runs



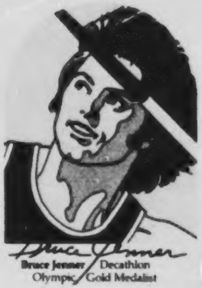
Franco Harris
Pittsburgh Steelers – Running Back



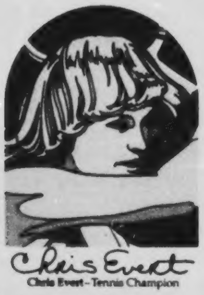
Jennifer Chandler – Diver
Olympic Gold Medalist



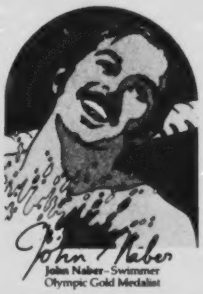
John Havlicek
Boston Celtics – Forward



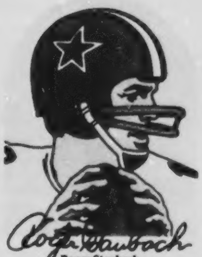
Bruce Jenner / Decathlon
Olympic / Gold Medalist



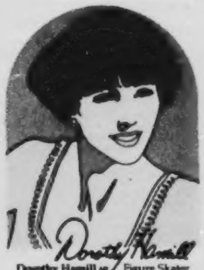
Chris Evert – Tennis Champion



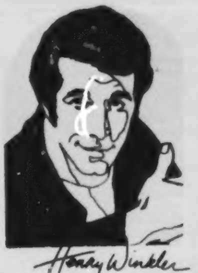
John Naber – Swimmer
Olympic Gold Medalist



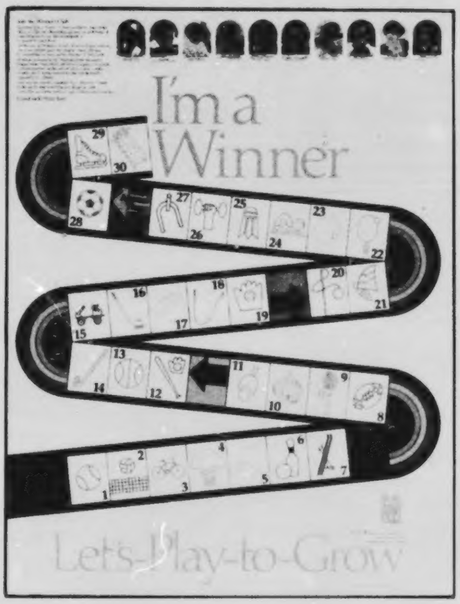
Roger Staubach
Dallas Cowboys – Quarterback



Dorothy Hamill / Figure Skater
Olympic Gold Medalist



Henry Winkler / TV's "The Fonz"



I'm a Winner

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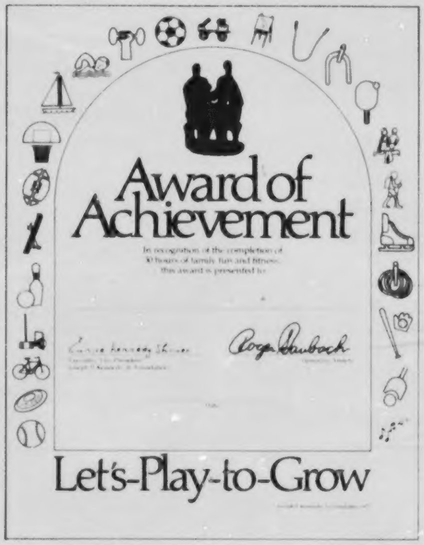
Let's-Play-to-Grow



Award of Achievement

In recognition of the completion of
30 hours of family fun and fitness,
this award is presented to

Let's-Play-to-Grow

If the reply cards have already been removed and your child has completed 30 hours of Let's-Play-to-Grow activities, write to:

Let's-Play-to-Grow
1701 K Street NW
Suite 205
Washington, DC 20006

When you write, please include the following information:

1. Whether your child has completed his/her 1st, 2nd, or more, 30 hour period of activities.
2. Your child's full name.
3. The name of the athlete whose picture and signature your child wants.
4. Your name, address and zip code.

You will receive a new Progress Chart, a Certificate for completing 30, 60, or 90 Hours of activities and the Honorary Athlete patch of your child's choice.

NOTE: Although Let's-Play-to-Grow is designed primarily for families, it can be used as a physical education curriculum in schools, residential centers, camps or community park and recreation programs. Where many children are involved, you should reproduce the Let's-Play-to-Grow chart so each child has his or her own.

In the text we use the common usage "him" when referring to the child. Needless to say, Let's-Play-to-Grow is for girls as well as boys. It made the text unnecessarily complicated to keep referring to him/her. We hope all parents and teachers of girls will understand.

Although all Let's-Play-to-Grow materials are copyrighted, permission is granted by the Joseph P. Kennedy Jr. Foundation to reproduce any part of the kit for individual use.

Gunn Associates, Boston; Design: John Filosi/Illustration: Mark Bellerose, Murray Huber, Gene Lemery.

Remove cards along perforated line.

General Resources

Printed Materials

Sports Technique Manuals have the following titles at $1.50 each, softcover or $2.95 hardcover and are available from:

The Athletic Institute
705 Merchandise Mart
Chicago, Illinois 60654

Archery
Badminton
Basketball
Baseball
Bowling
Skiing
Softball
Golf
Gymnastics
Track and Field
Handball
Ice Hockey
Volleyball
Soccer
Tennis

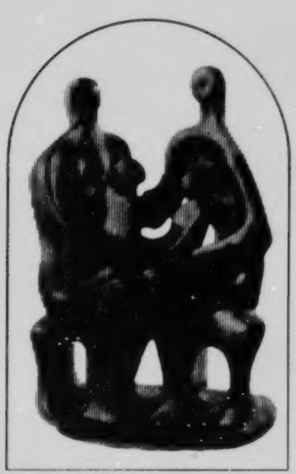
Books on construction of equipment for sports, recreation, and fitness include:

Pebbles, Mops, and Thimigs: Common Objects that Become Toys, by Abigail B. Calkin; 1974. Illustrates the way 53 toys can be made using objects commonly found around the house. $2.00

Academic Therapy Publications
1539 Fourth St.
San Rafael, Calif. 94901

Inexpensive Physical Education Equipment for Children, by Peter H. Werner and Richard A. Simmons; 1976. Suggests innovative ideas for constructing and using inexpensive, homemade equipment for movement experiences. $4.50

Burgess Publishing Co.
7108 Ohms Lane
Minneapolis, Minn. 55435



Let's-Play-to-Grow

Joseph P. Kennedy, Jr. Foundation
1701 K Street, N.W.
Washington, D.C. 20006

Alpha Chi Omega Toy Book: Self Help Toys to Make for Handicapped Children; 1975. Contains patterns and directions for making therapeutic toys that will teach and train as well as entertain. Free

Alpha Chi Omega National Headquarters
8733 Founders Road
Indianapolis, Ind. 46268

Films

NCAA Films
P.O. Box 2726
Wichita, Kansas 67201

Joseph P. Kennedy Jr. Foundation
1701 K St. NW
Washington, D.C. 20006

Records

Records having general use for fitness, recreation, and sports include:

Pre-Physical Education Through Music, by Lou Stallman and Bob Susser; 33⅓ rpm, 1 disc. Directed toward young children, the simple directions on this record encourage exercises for all parts of the body, rhythm marches, and games. $6.95

Stallman Educational Systems, Inc.
P.O. Box AL
Roslyn Heights, N.Y. 11577

Fitness Fun For Everyone, by Arden Jervey; 33⅓ rpm, 2 discs. Physical fitness exercises are set to music and narrated clearly so that children may follow without adult leadership. $12.95

Educational Activities, Inc.
P.O. Box 392
Freeport, N.Y. 11520

And the Beatles Go On and On for Physical Education, by Ambrose Brazelton; 33⅓ rpm, 1 disc. Popular Beatles' tunes plus challenging exercises combine to provide motivation for adolescents to improve fitness. $8.95

Educational Activities, Inc.

A Fitness Experience, by Jacki Sorenson; 33⅓ rpm, 2 discs. These records offer vigorous routines combining calisthenics and jogging to provide fitness routine for any setting. $12.95

Educational Activities, Inc.

Equipment

Commercial Sources of Equipment for Sports and Recreation:

Cosom
P.O. Box 701
Airlake Industrial Park
Lakeville, Minn. 55044

Flaghouse, Inc.
18 West 18th St.
New York, N.Y. 10011

GSC Athletic Equipment
600 North Pacific Ave.
San Pedro, Calif. 90733

J.L. Hammett Co.
Hammett Place
Braintree, Mass. 02184

Wolverine Sports
745 State Circle
Ann Arbor, Mich. 48104

Jayfro Corp.
P.O. Box 400
Waterford, Conn. 06[illegible]5

The Left Hand
140 West 22nd St.
New York, N.Y. 10011

North American Recreation
Convertibles, Inc.
P.O. Box 758
33 Knowlton St.
Bridgeport, Conn. 06601

J.A. Preston Corp.
71 Fifth Ave.
New York, N.Y. 10003

Wham-O Manufacturing Co.
835 East El Monte St.
San Gabriel, Calif. 91778

For additional information write to:

Physical Education and Recreation for the Handicapped:
Information and Research Utilization Center (IRUC)
c/o AAHPER
1201 16th St. NW
Washington, D.C. 20036

National Recreation and Park Association
1601 North Kent St.
Arlington, Va. 22209

National Easter Seal Society for Crippled Children and Adults
2023 W. Ogden Ave.
Chicago, Ill. 60612

Council for Exceptional Children
1920 Association Dr.
Reston, Va. 22091

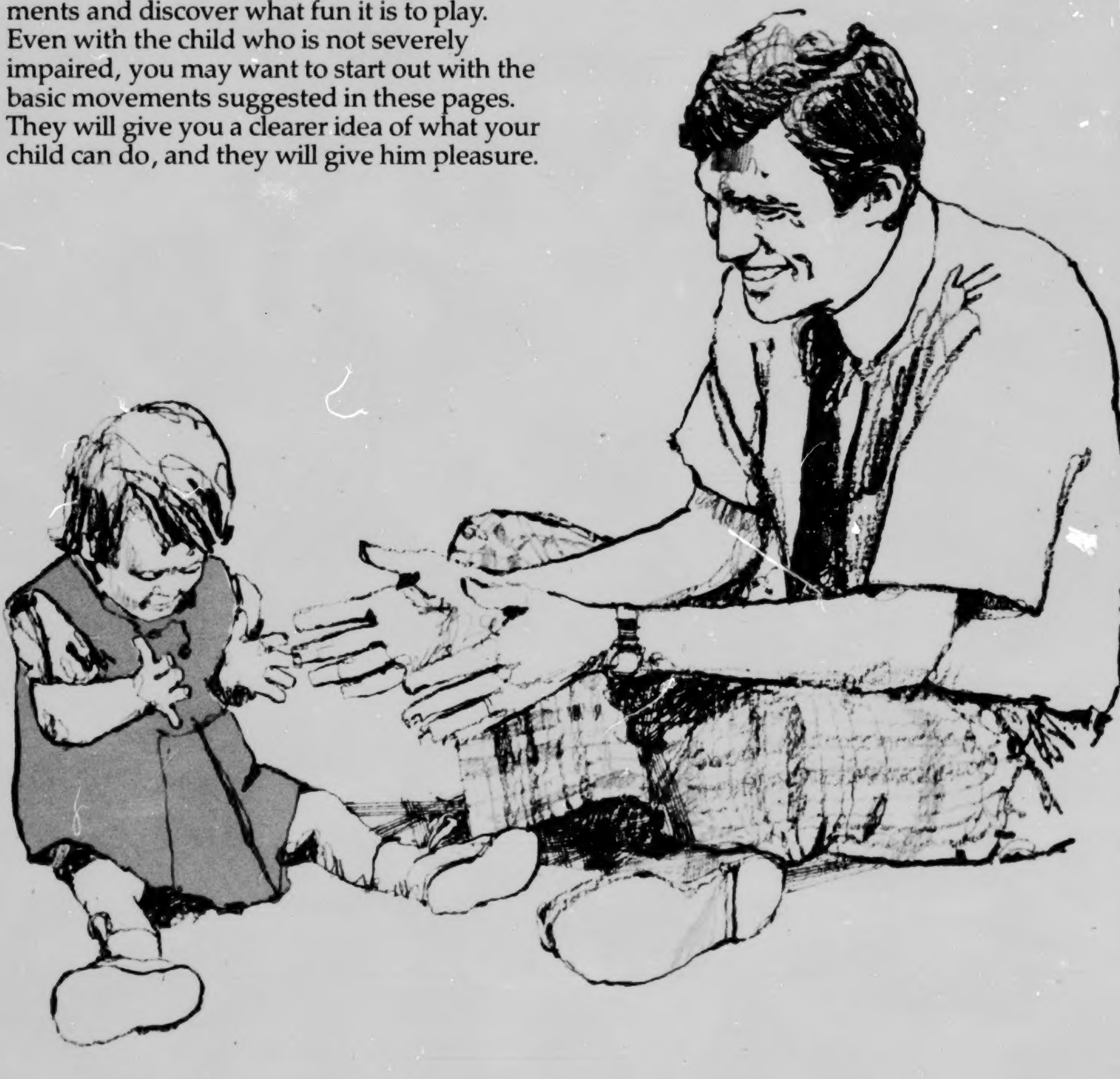
National Association for Retarded Citizens
P.O. Box 6109
2709 Avenue E, East
Arlington, Texas 76011

Let's-Play-to-Grow

For the Special Child who is Very Young or Severely Handicapped

Guide 1

Even when they are very young or severely handicapped, special children can enjoy and benefit from physical activity. You can help these children learn to control their movements and discover what fun it is to play. Even with the child who is not severely impaired, you may want to start out with the basic movements suggested in these pages. They will give you a clearer idea of what your child can do, and they will give him pleasure.



The first year of life shapes the future of the child, for the way you stimulate a child's senses and help his body develop in these early months is the basis of future physical and mental growth.

All children need to be touched, held and loved. Special children have a great need for a variety of play activities to help them develop their senses and learn what their bodies can do. While this guide is designed for children from birth to 3 or 4 years of age, many special children need very basic stimulation long after the first three years of life. So, whatever the age of your child, keep using this guide as long as it brings joy to both of you.

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Let's Begin

Learning About the World Through the Senses (First year)

Stimulation of the senses should start at birth. Spend part of every day helping your child become more aware of himself and the world around him. Above all, try always to have a smile on your face when you are with your child. A smile is the best signal there is that you love your child and are happy with him.

Important Note:
Children like to do things in their own time. Respect a child's sense of time. Do not expect him to be "getting somewhere" each Let's-Play-to-Grow session. The Special child takes great pleasure in doing one thing again and again until he finds what he is looking for in that activity. Often we do not know what the child is trying to do. But he does. His pattern of play is his own and holds the secret to his spirit.

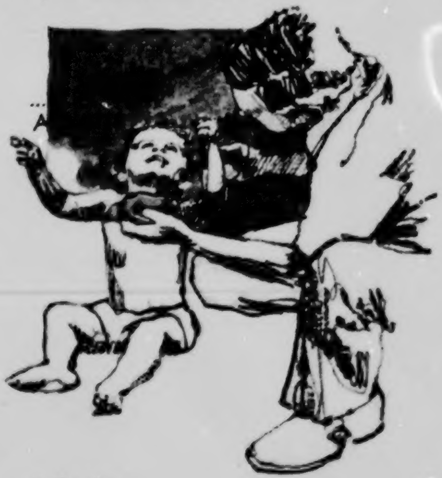
The following activities go from the simplest to the more complex — from lying in the crib to walking, climbing and jumping. Many children with severe impairments may not be able to perform these movements without help. You can do a lot to strengthen their bodies and minds by guiding and encouraging different kinds of movement and urging them with love and patience to stretch beyond the limits of their present abilities.

Find time to stimulate each of the five senses every day by doing some of the following simple activities. These are only examples. Use your own imagination in opening up the windows of your child's senses.

1. Touch
Rub different parts of your child's body with your hands or with material of different texture, for example, with:

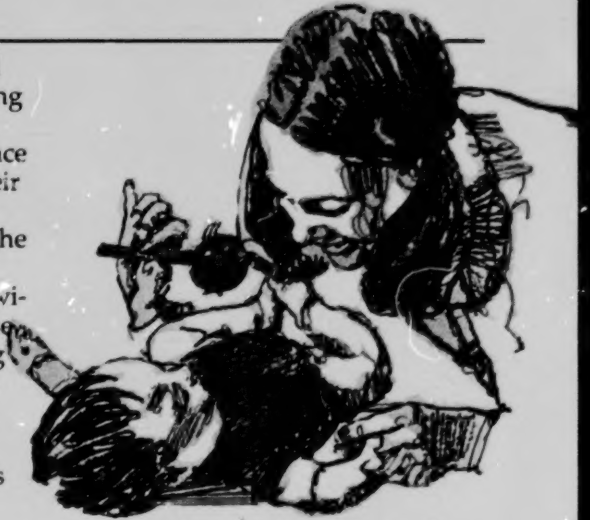
a. a wash cloth dry or with soap and warm water
b. a soft diaper
c. a cotton shirt or towel
d. a woolen cloth or sweater
e. a soft baby brush

Smile, talk to your child or sing while you are stroking or rubbing. Move your head so that your baby's eyes can follow yours.



2 Seeing

a. Hang a toy over the crib, or hang brightly-colored objects on the sides of the crib or bed.
b. Swing a brightly-colored object or a rattle several inches above your baby's eyes for a few minutes each day.



c. Turn your child's head towards the object and wait until he looks at it.
d. Move the object slowly back and forth to stimulate eye movement and to encourage reaching and stretching.
e. Allow the child to pull the object to him. If he puts it in his hand, let him play with it.
f. Make funny faces. Pull out both sides of your mouth. Make a funny noise. Your child will laugh. From 9 months to a year he will try to imitate you.

3. Hearing

a. Talk and sing to your child while holding or rocking him.
b. Hang crib toys with bells.
c. Move around so that your child hears you from different directions.
d. Shake a rattle close by your child's left ear (or right). Do it until he turns his head. Then do it near the other ear. Repeat until he turns his head toward you in both directions.
e. Play phonograph records or a radio.
f. Make and play simple rhythm instruments such as sticks, coffee cans, measuring spoons.

Body Movement (Year 1 to 3)

g. Hold a rhythm bell, or a rattle in front of the baby's eyes. Shake it saying, "Listen (baby's name), listen to the bell (rattle)." When the child can grasp the noisemaker, say "Shake, shake, shake" and make believe you are shaking it. See if your child can shake the rattle, too.

h. Sing songs, tell stories, recite poems. Be sure to pause before a part of the song or story your child likes. See if he anticipates the next word or phrase. There will be a happy laugh when you finally say or sing the word.

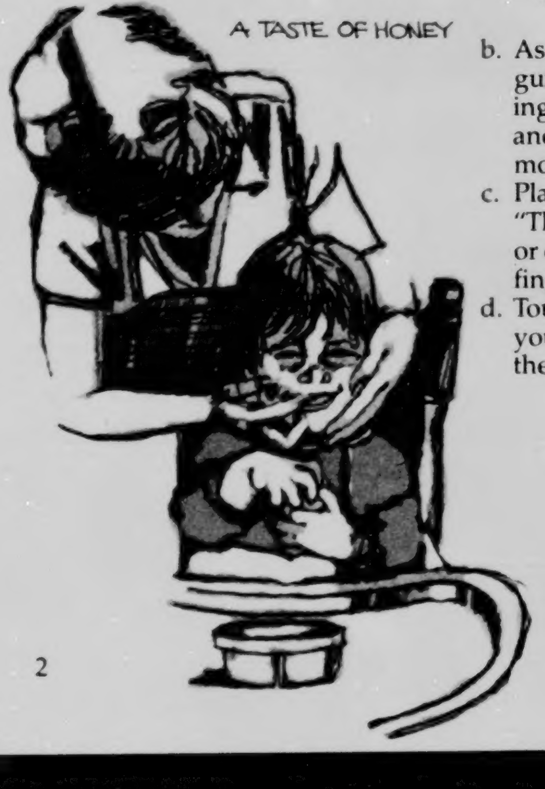
4. Smell

Let your child smell pleasant odors such as pine, perfume, toilet water, soap, spices. Stick cloves in an orange—cover with cheesecloth and hang in the crib.

5. Taste

a. With your finger, put something tasty like honey, syrup, or baby food in your child's mouth.

b. Spread honey, syrup, whipped cream, molasses, chocolate pudding or other good-tasting food around your child's mouth and encourage him to lick it off.



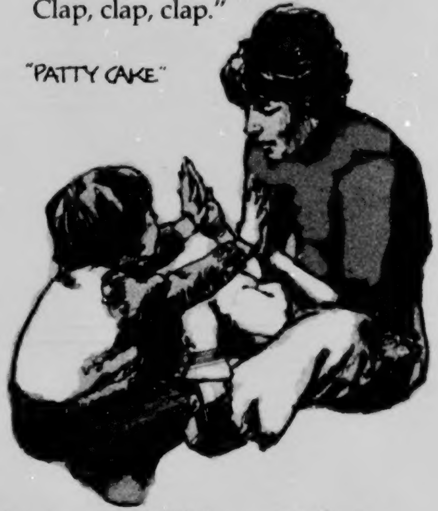
A TASTE OF HONEY

1. Guided Movements

a. Play "Patty Cake." Patting your child's palms with your own say or sing:

"Patty cake, patty cake, baker's man,
Bake me a cake as fast as you can.
Pat it and roll it and mark it with "B",
And we will have patty cake, baby and me."

When you clap your baby's hands together, say "Clap, clap, clap." When your baby learns to clap his own hands together, say, "Good, (Your baby's name) — Clap, clap, clap."



"PATTY CAKE"

b. As your child lies on his back, guide his feet in running, kicking, and clapping motions. Talk and sing in rhythm while gently moving feet and legs.

c. Play "This Little Piggy," "The Eentsie Weentsie Spider"; or other song-games involving finger movement.

d. Touch and tickle the palms of your child's hands to stimulate the "grasp reflex."

e. Touch and tickle the soles of the feet.

f. As your child lies on his back, gently bend knees up towards chest and straighten them out again. Do this several times.

2. Head Turning

a. Place your hands on both sides of your child's head and gently turn it from one side to the other, and up and down.

b. Use lights, colored objects, or pleasant sounds to encourage your child to turn his head in different directions.

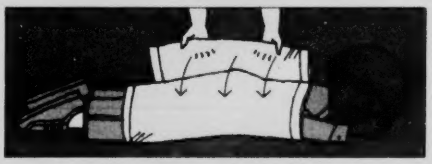
3. Chest Raising

a. With your child lying on his back, put one hand behind his head, raise his chest with the other and then lower it to the bed.

b. Use a pillow or bolster under your child's head and back to lift his upper body. Have him remain in this raised position for a few minutes before returning him to his original position.

4. Rolling

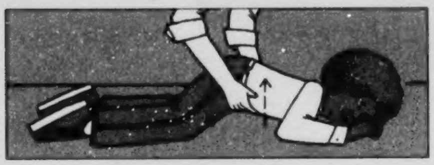
a. Place your hands on either side of your child's body and roll him gently from side to side. If your child cannot roll by himself you can let him have the fun of rolling by wrapping him in a blanket, then pulling one end of the blanket so your child will roll out on the bed or a pad on the floor.



b. Use lights, sounds, colors or moving objects and encourage your child to roll towards what attracts him. Put objects just out of reach so he must stretch for them.

5. Pushing Up

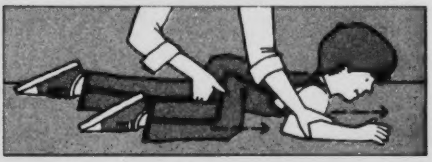
a. Place your child on his stomach with your hands on his sides. Lift his body and then lower it to the original position.



b. Put a pillow under your child's stomach to give the 'push-up' feeling.

6. Creeping

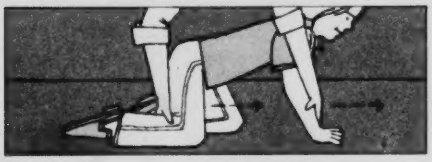
a. Place your child on his stomach and move his arms and legs, one side after the other, while pushing his body forward.



b. Shake a toy, bell or other attractive object in front of your child and encourage him to creep towards it.

7. Crawling

a. Place your child on hands and knees and move arms and legs, one side after the other.



b. Encourage your child to crawl towards an attractive object placed in front of him.

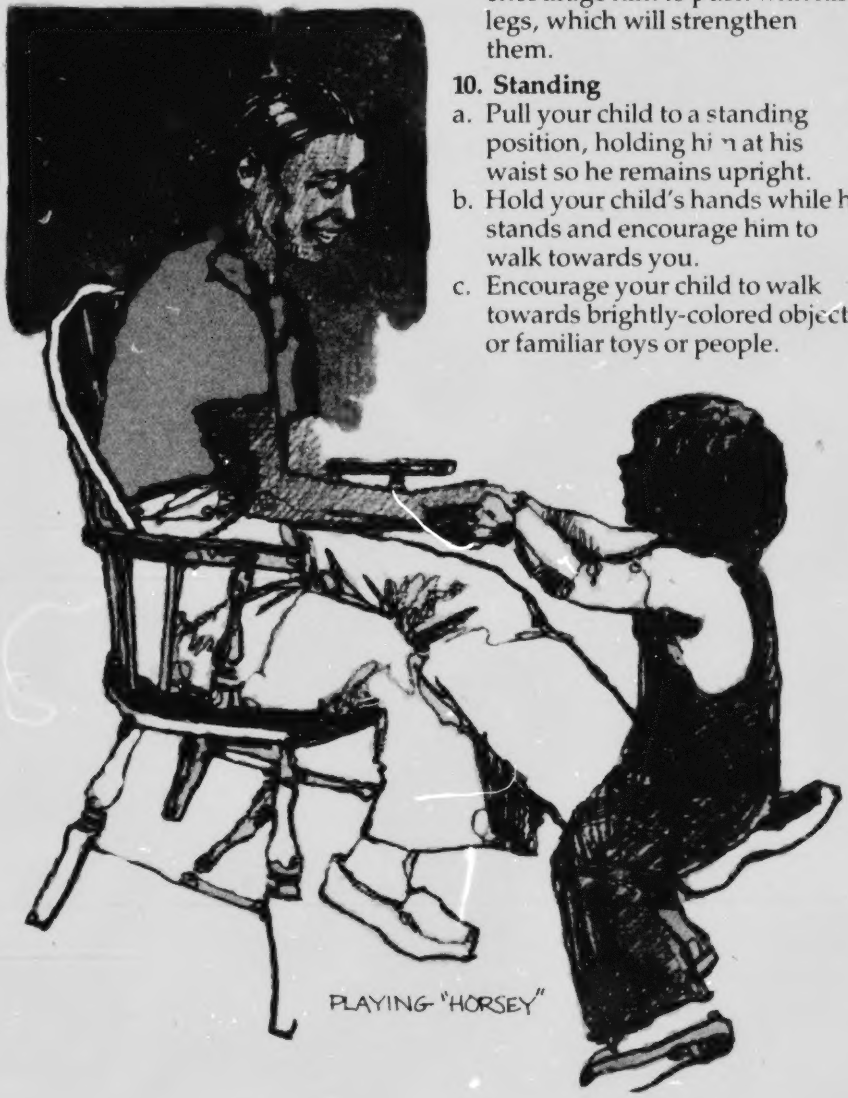
8. Sitting

a. Hold your child in your lap, supporting him upright against you.

b. Place your child in a low armchair with pillows supporting his body. Stand in front of your child or use a seat belt to keep him from falling.

c. Place your child on your knee facing you, holding his hands with yours.

d. Play "Horsey," bouncing your child gently on your knee while holding his hands.



PLAYING "HORSEY"

9. Pulling Up

a. Hold your child's hands while he is in a sitting position; push and pull with and against him to develop strength.

b. Pull your child to a standing position while encouraging him with gestures and sounds, to stand.

c. Put your child in a bounce chair so he can pull himself up; play "Horsey" on your ankle so his feet touch the ground. Lower him so his knees bend and encourage him to push with his legs, which will strengthen them.

10. Standing

a. Pull your child to a standing position, holding him at his waist so he remains upright.

b. Hold your child's hands while he stands and encourage him to walk towards you.

c. Encourage your child to walk towards brightly-colored objects or familiar toys or people.

Using the Body (Year 1-4)

The most important thing about activities you share with your child is the time you spend communicating to him a sense of your love through talking, singing, touching, and guiding. This communication is a major goal of Let's-Play-to-Grow, even if the specific "learning" goal is never completed.

The activities that follow will help the older, stronger or more skilled child learn about his or her own body. They can be a source of fun and stimulation for the very young or severely handicapped child as well.

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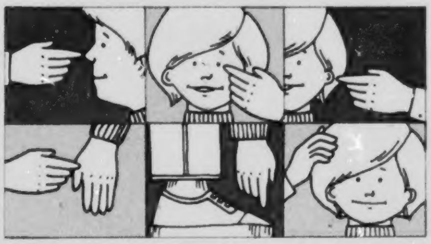
1. **Naming, Touching and Moving**

a. Use different objects to touch different parts of the child's body. Name them as you touch them. Say, "Where is your nose?" (Eye, chin, hair, ear, etc.) Then touch that body part. Take your child's hand and guide it to the body part named. Then, see if your child will touch the part named when you ask without touching or guiding.



b. Show you child what the different parts of the body can do. What can eyes do? Blink. What can heads do? Shake yes or no. Try combinations. For example, say, "Stamp your foot and clap your hands." "Blink your eyes and turn your head from side to side."

Play music during games like these. It is very pleasant and also stimulating.

2. **Rolling and Creeping**

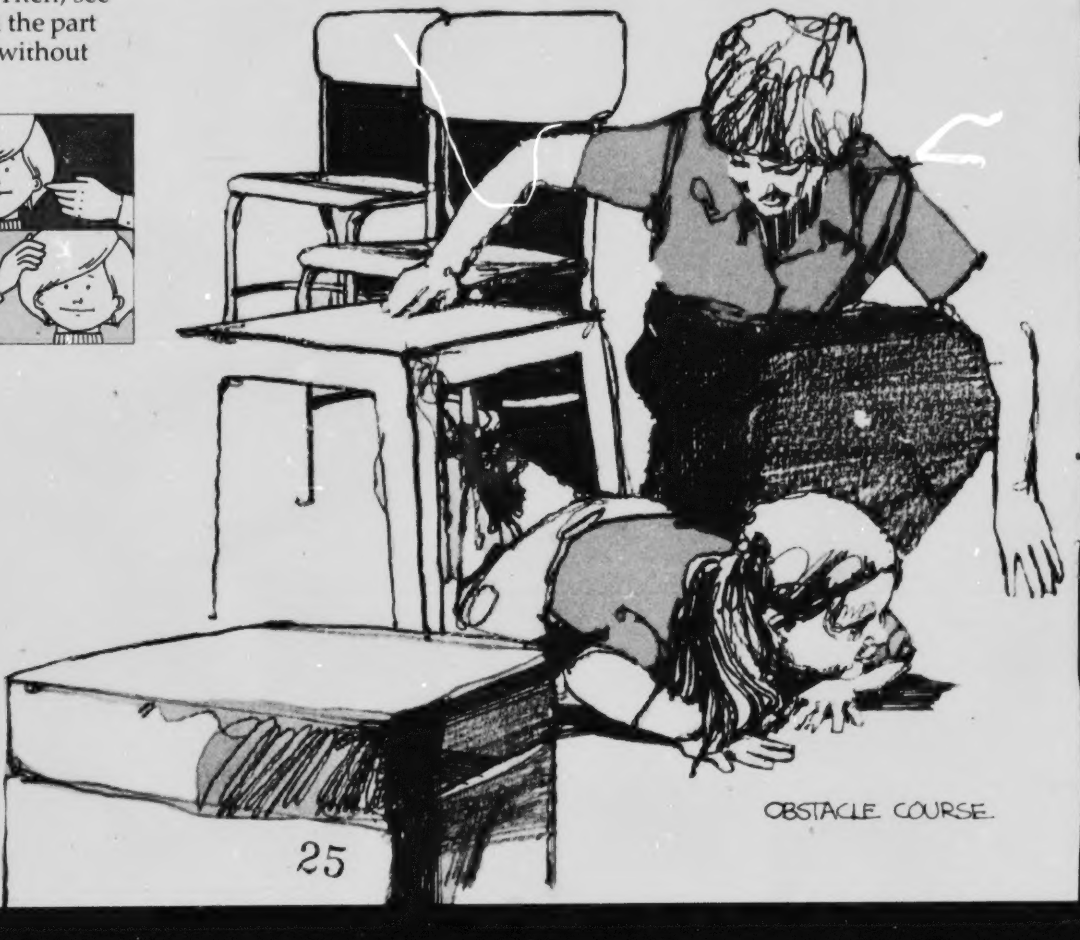
a. The child lies on his back on a large flat area such as the grass, rug, or mat. He stretches his arms up over his head and rolls over several times in any direction he chooses. Then he rolls in the opposite direction.

b. The child creeps, following a chalk line or along a straight piece of carpet.

c. Play a game of "backward and forward." Say, "Now let's creep (or crawl, walk, hop or jump) forward." Both of you go forward. Then say, "Let's go backward" and do it. Repeat until your child goes in both directions without you.

d. Play a "Where is it" game regularly with your baby. Start with big, familiar objects like his crib or table or chair. Say, "Where's your crib?" (Pause) "There it is." You point. The child points. If your child is old enough, he can then creep to the object. Say, "Good, John. Where is (the door)?" Keep going as long as the game is fun.

e. Build an "obstacle course" of familiar objects—chairs, tables, boxes, books. The child travels over, under, around and through the construction. Change the maze by changing the things you use to construct it and where you place them.



OBSTACLE COURSE

Ready to Play (Year 2-6)

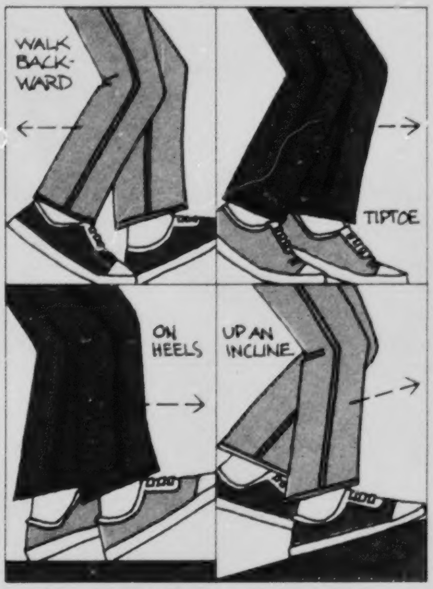
The following skills are very important for physical activities and games. As you work with your child, you will discover when he is ready to try them. Keep an eye out for materials that you can use to help in the development of these Let's-Play-to-Grow skills.

---

1. Balance

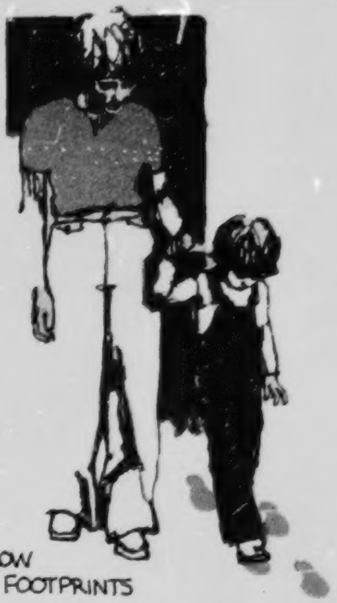
(These activities come when your child is beginning to stand and to walk.)

a. Standing upright, the child walks forward in a straight line. He then takes side steps (using a step-slide or cross-over step); walks backward; on tiptoe; on his heels; with giant steps; with baby steps; at varying speeds; up and down a gentle incline. The child practices walking in these different ways while holding his arms in various positions.



b. Tape a circular or "Figure 8" pattern on the floor. Ask your child to walk forward, backward, and sideways, around the pattern.

c. The child walks, runs, jumps over, or climbs under, around and through various objects: around a chair, up on the chair, under the chair, around a wastebasket, up on the couch.



FOLLOW THE FOOTPRINTS

d. Tape or mark footprints cut out of paper (or other marks such as numbers or geometric forms) on the floor. The child walks from one mark to another, stretching or turning as necessary to reach each one.

2. Eye-Hand Coordination

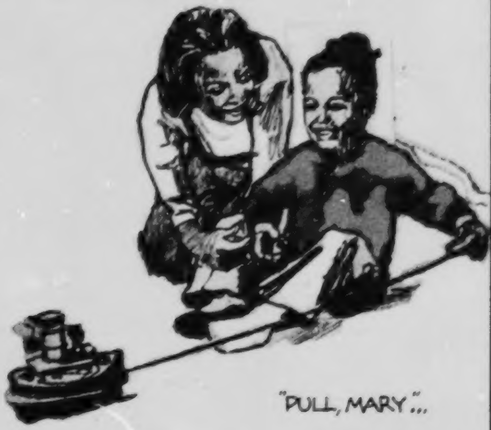
a. The child molds a soft piece of clay into a ball. He makes a 'snake' by rolling the ball between his hands. He forms many other shapes from the 'snake.'

b. Put hollow blocks or paper cups in front of your child. Then show him how to put smaller blocks, toys, candy, berries, marbles, etc. in the hollow object. Then show him how to spill from one cup or block to another without dropping the objects.

c. Using one hand, the child picks up objects such as spoons or spools of thread, one at a time. He drops them into a container, like a cigar box. Then he sees how many he can hold in one hand without dropping them.

d. Give child a string of wooden beads and a plastic milk bottle. Show him how the beads come off the string and go into the bottle. Then spill them out of the bottle and put them on the string again. Let your child try to do this.

e. Pull a string toy toward you. Say, "Here it comes; Here it comes." Repeat. Then place the toy opposite your child. Put the string in the child's hand. Say, "Pull, Mary, make it come." Repeat this process until the child pulls the toy.



"PULL, MARY"...

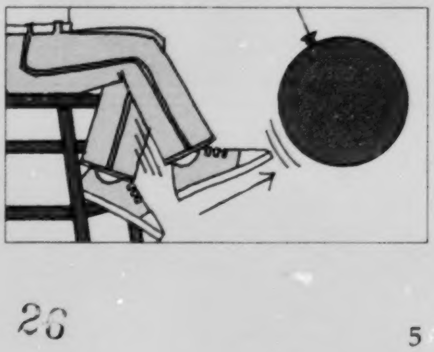
3. Eye-Foot Coordination

a. Tape several 5" squares of colored paper in a straight line on the floor. The child walks on tiptoe from square to square. Then, ask him not to step on certain colors. Then change the straight line to a different pattern.

b. Place several ropes, sticks, pieces of paper or string at spaced intervals on the floor. The child runs and jumps over each one without touching it.

c. The child picks up marbles with his toes.

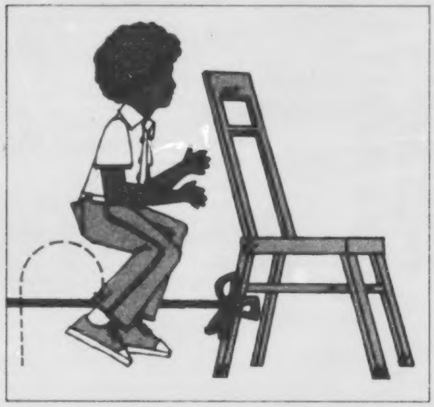
d. The child kicks a suspended ball from both standing and sitting positions.



Fun and Games
(Year 1-4)

4. Jumping

a. Hold one end of a rope and tie the other to a drawer, chair leg, or tree. Starting with the rope on or barely above the ground, the child jumps over the rope. Raise the rope gradually until the child can jump as high as he can.



b. The child climbs up on a steady chair, bench or box and jumps off. Start low and then move to higher objects.

c. The child jumps with his feet together and lands with feet apart.

d. The child jumps forward with feet together.

e. The child jumps to the right and to the left.

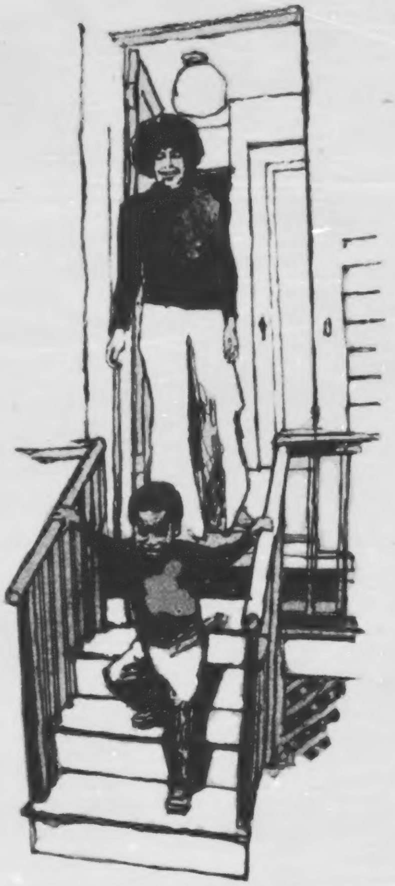
f. The child does two or three jumps in each direction. Music with a strong beat is fun to jump to.

g. The child jumps backwards.

5. Climbing

a. Even before your child can walk he can crawl or creep upstairs and down, up small ladders or onto couches or low chairs.

b. The child climbs up and down regular or portable training stairs.



c. The child climbs the steps of a slide, and around a regular playground 'jungle jim.'

6. Breath Control

a. The child breathes in deeply on the count of "one" and breathes out on the count of "two."

b. The child holds his breath for an additional count or two.

c. The child blows bubbles using an inexpensive bubble set or a drinking straw in soapy water.

d. The child blows a whistle — one long toot, followed by two short ones; then, in different combinations.

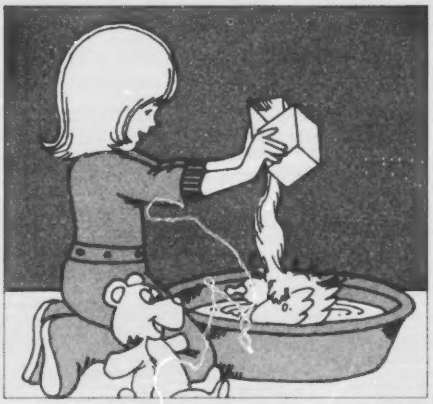
Is your child successful at holding his breath and blowing bubbles? Read on about Water Games and then take a look at Play-to-Grow Guide 6, Fun In the Water.

These games are simple. They teach. They are activities you can share with your child. Above all, they are fun to play. Remember, only give your child as much help as he needs.

WATER GAMES

1. In A Plastic Tub

Buy a small, inexpensive plastic tub and some rubber ducks and plastic boxes to float in it. Put a rubber sheet under the tub and you can use it in any room or even outdoors. Be certain the water is not too cold or hot. Roll the child's sleeves up and sit him beside it. He will play for a long while just pouring water from one plastic container to another or pouring the water from the containers over the rubber duck's back. Guide him in pouring the water into the tub not on himself and the floor.



2. In the Bath Tub

Every time you bathe or wash your child, take time for the fun and learning that come with water play and may lead to the more advanced skills of swimming. Never leave your child alone in the bath. If your child is afraid of getting water on his face, take it easy. Get him used to having water dripped on him a few drops at a time. In the bath, never put more than 3 or 4 inches of water in the tub. Put strips of adhesive or a rubber mat in the tub to keep child from slipping. No matter how much fun you may be having, don't let your child stay in the water until his skin starts to wrinkle.

3. Suds, Squirts and Splashes

a. Put several containers of water in front of your child, or place your child in the tub. Sprinkle liquid or powdered soap on top of the water. If your child can, he turns a rotary egg beater to make suds. Or, he can squeeze a large sponge to make suds. Or, help him swish a large perforated spoon through the water, or you splash to make the suds appear.

b. Some visual learning fun: Squirt a drop of red food coloring into the water. Add a drop of blue, creating purple. Then try blue and yellow, yellow and red. (Don't worry about the food coloring: it washes off easily and is harmless if swallowed.)

c. Allow and even encourage splashing and other kinds of water fun. There's clapping in the water, clapping under water, toe-wriggling, and you and your child will think up lots more.

4. Bath Time

Play-to-Grow water play can help your child learn how to bathe himself. Explain what to do and, if he needs help, guide him through the washing and rinsing motions. Start with one part of the body, perhaps the forearm. Start the same way each time. As the child learns, gradually have him wash and rinse larger and larger areas of his body. Do not force your child's arms or hands while guiding him.

a. When giving your child a bath, talk or sing about what you're doing and name the parts of the body you're washing — for example, "This is the way we wash our hands."

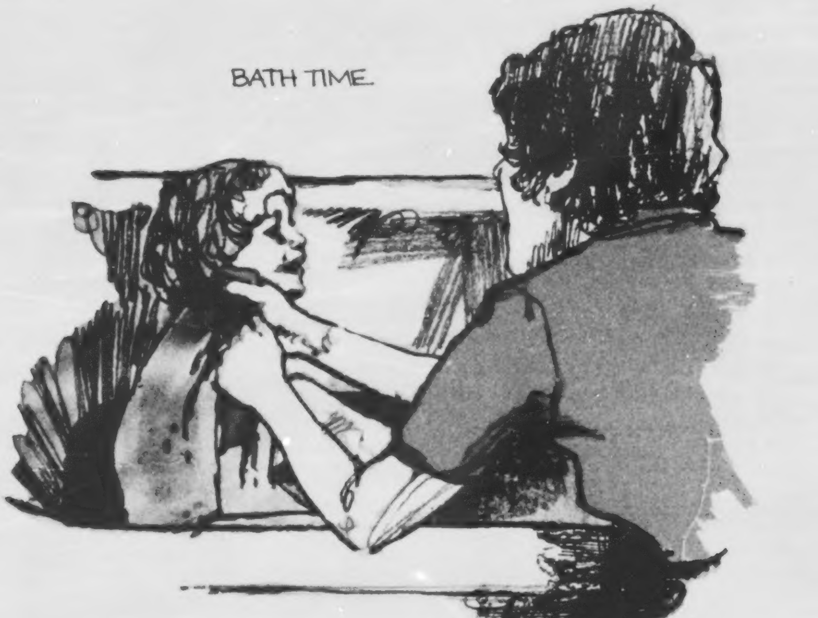
b. Wring out a wash cloth so that water dribbles gently down the child's chest, back and arms. Again, talk about what you're doing.

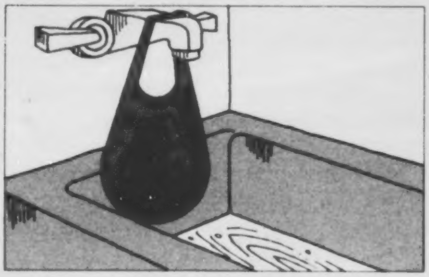
c. Give your child a sponge. Show him some of the things he can do with it — for example, squeeze water out, make it rock like a boat by making waves. Use the sponge to soap with.

d. Plastic bottles are fun. You can pour water from one bottle to another. You can make suds by shaking a bottle half filled with detergent and water. You can drop objects such as marbles into a bottle of water and then pour them from one bottle to another.

e. Put terry cloth mitts on one or both of your child's hands. (You can buy or make the mitts.) Your child claps hands and pats and rubs various body parts, getting the feeling of the terry cloth. Put the mitts on your hands and rub and pat your child's body.

f. Toys that float, toys you can squeeze, ping pong balls are all good in the bath. So are measuring spoons and funnels. Don't use things made of metal or glass. Toys can be hung over the tub in an open-weave onion bag or in a length of nylon net hanging from rings.





Other Games (Year 1-6)

HERE, THERE, EVERYWHERE
The purpose of this set of games is to teach your child to look for things that are not within view or reach. Many special children act as if "out of sight, out of mind" were literally true. In fact, all children must learn this isn't so by searching for and finding things that they want. You can even be the "thing" your child is seeking. How pleased your child will be to find you!

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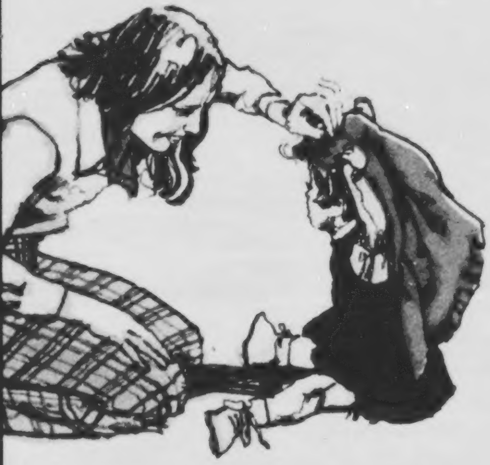
1. Peek-a-boo

Peek-a-boo is a game to play both with young children and with older severely handicapped children. You can play at bath time, at diaper changing time, whenever your child is getting bored. There are lots of ways to play:

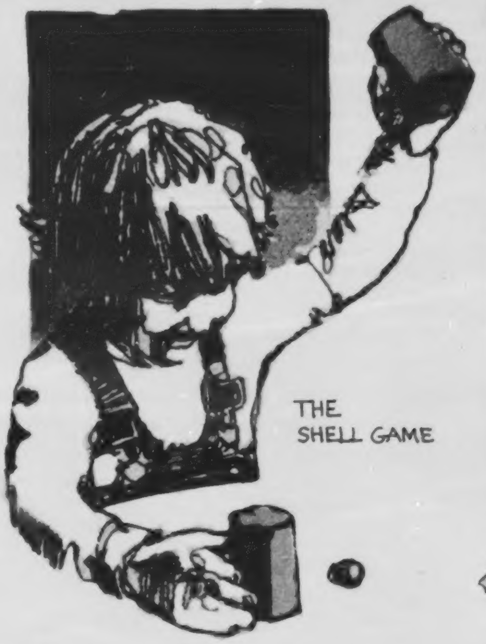


a. Put a towel or diaper over your child's head. Wait a moment or two. If your child likes having his head covered, leave the cover on.
b. Talk to him, and join in his enjoyment. After a little while, he will probably want the cover off. If he does not or cannot remove it by himself, guide his hand and help him remove the cover. When the cover is off, make a loud, exciting noise like "Boo!" or "Peek-a-boo!" In this way, you are teaching the child to remove the cloth and to be rewarded by that delightful noise. Repeat as often as your child continues to enjoy it and until he regularly removes the cloth by himself.
c. Put a cloth over your own face. Encourage the child to remove it. If words alone don't work, guide him in removing the cloth. Remember the reward! A loud "Boo" that makes him laugh!
d. If your child can get around, leave the room and ask him to come and find you. Here the reward is surprise and excitement, followed by a big hug and a kiss.

2. The Old Shell Game

The Old Shell Game is another way to teach your child how to look for things he cannot see. This game is played on a table. Hide a small object like a piece of candy or a toy under a piece of cloth or in a box. The child removes the cloth or lifts or opens the box to get the object. There are lots of ways to play:

a. The simplest way is to hide one object under one cover. If your child doesn't move to uncover the object right away, help him find it by guiding his hand. Then let him eat the treat or play with the toy. Do this a number of times until your child quickly removes the cover without help.
b. Try two covers or containers. While your child watches, place the object under one of the two. Then help him find it. After a while, he will look under the correct cover. Next, show him the toy or snack you are going to hide. Then, without letting him see which one, place it under one of the covers. Again, help until he can locate the object by himself.



THE
SHELL GAME

3. Treasure Hunt

Hide favorite playthings or treats around the room. Encourage your child to look for them without first seeing them being hidden. You may have to help at first, but with practice he will find it easier and easier. At holiday times, it's fun to hide special holiday treats.

4. Show and Find

Show a picture of a toy or treat. Then ask your child to look for the real thing. Tell him what part of the house it's in. Make it easy at first. Then harder. You can even show a picture of yourself, or of another member of the family who is in another part of the house. That person is the "treasure." Before he starts his search, ask your child to name the object or person in the picture.

NAME GAMES

These games can help your special child communicate, even if speaking is not easy for him.

1. Name the Treat

These games can help your special child communicate. even if speaking is not easy for him.

Cut out colorful pictures of things your child recognizes. Start with pictures of treats such as ice cream, candy, cookies, jello. At snack time, or after a meal, put pictures of two of your child's favorites in front of him, just out of reach. (Start with two and add more later on.) Then, with guidance if necessary, the child chooses one of the two pictures. As soon as he does this, give him a small amount of the treat he has chosen. Play this game until your special child can indicate or hand you the picture of what he wants without prompting.

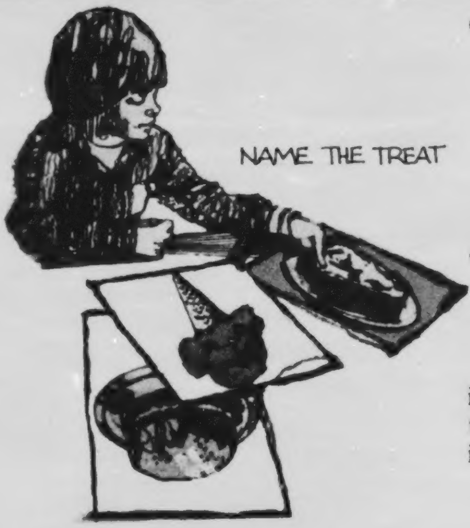
2. Name the Toy

When your child has learned to use pictures to name the treats he wants, move on to pictures of toys or games. The child must point to only one picture at a time in order to win the right to play with the toy.

3. Name the Activity

Pictures can also be used which show activities. For example, your child picks out a picture that represents playing ball, or going outside, or riding in a car, or eating. Then you do the activity chosen.

It may take many months until your child can communicate with you by naming. Keep track of the pictures you use, and keep practicing with familiar pictures as your child learns new ones. Along with the pictures, continually ask your child to imitate your motions, gestures, words and sounds, so that you also encourage and stimulate talking.



NAME THE TREAT

FINGER PAINTING

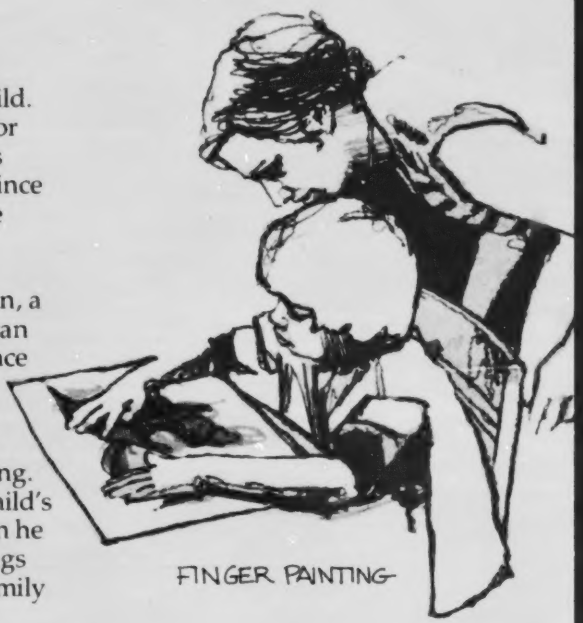
Finger painting is a wonderful activity for the handicapped child. It's fun. It's relaxing. It's good for eye-hand coordination. It helps develop large muscle control, since it involves all the muscles of the arm and sometimes the entire trunk. Because finger painting doesn't require fine coordination, a child with multiple handicaps can easily feel creative and experience success.

Remember, the goal is not to create a work of art. The goal is enjoying and learning from doing. Be sure always to praise your child's work, to hug and kiss him when he is finished. Hang up his paintings so that other members of the family can see them and praise them.

Here's how to do it.

a. Tape a large sheet of finger painting paper to the table, board or floor. The child sits or stands. If he is confined to a wheelchair, a board can be fixed to the arms of the chair. The severely disabled child can finger paint while lying on the floor.
b. Show your child three jars of color and ask him to select one. Repeat the name of the color chosen. Ask your child to repeat the name.
c. Make finger painting more interesting by giving your child new sets of colors to choose from, and new sheets — or even a new color — of paper. In a half hour of finger painting, treat your child to at least three different colors on two different pieces of paper.
d. Use rhythm and music to encourage your child to move more freely and involve more of his body as he paints.

If your child enjoys finger painting, you may want to try some of the drawing and painting activities in Guide 3, Fun With Seeing.



FINGER PAINTING

Resources

Printed Materials

Finger Play Fun, by Violette G. Steiner and Roberta Evatt Pond; 1970. A book of rhymes and poems which call for action responses. $7.50

Charles E. Merrill Publishing Co.
1300 Alum Creek Dr.
Columbus, Ohio 43216

Preschool Games and Activities, by Sara Zeitlin Taetzsch and Lyn Taetzsch; 1974. Over 100 explorative, table, physical, number and letter, and craft games, activities; and variations are explained in this book. $3.00

Fearon Publishers, Inc.
6 Davis Dr.
Belmont, Calif. 94002

Golden Touch and Feel Books; Introduce tactile experience and increase related vocabulary by providing various surfaces to touch and shapes to manipulate. $2.50—$3.50

Golden Press, Western Publishing Co., Inc.
150 Parish Dr.
Wayne, N.J. 07470

Pots & Pans Activities for Parent and Child; 1974. Designed with preschool multiple handicapped children in mind, this booklet presents 68 lesson plans for parents to use at home in preparing their children physically and mentally for school. free

The Illinois Office of Education
Public [illegible] Section
100 [illegible] First St.
Springfield, Ill. 62777

Backyard Vacation, by Ann S. Cole and others; 1976. Contains activities that use recycled household materials to stimulate learning in young children through play. $1.00

Parents as Resources
464 Central
Northfield, Illinois 60093

Records

Finger Play, 33 1/3 rpm, 2 disc. Introduces finger coordination games set to music. $5.95 each

Lyons Band
530 Riverview Avenue
Elkhart, Indiana 46514

Carnival in Motion: Basic Body Movements for Little People, by William C. Janiak; 33 1/3 rpm, 1 disc. Includes original songs emphasizing simple, basic body movements involving head, hands, arms, and legs. $6.50

Kimbo Educational Records
P.O. Box 477
Long Branch, N.J. 07740

Equipment

Dolphin Crawler. Contoured plastic dolphin-shaped exerciser which cradles the body and enables a young child to maneuver about with arms and legs. $10.95

Childcraft Education Corp.
20 Kilmer Rd.
Edison, N.J. 08817

Bristle Blocks. Various sizes, shapes and colors of blocks come in each set; constructed of soft plastic bristles which interlock, offering severely uncoordinated children success in building block structures. $5.30

Milton Bradley Co.
Springfield, Mass. 01101

Push Wheels. Long-handled push toy that helps develop confidence and encourage movement in the beginning walker. $6.95

Creative Playthings
Princeton, N.J. 08540

Other suppliers of equipment and materials:

Constructive Playthings
1040 East 85th St.
Kansas City, Missouri 64131

Community Playthings
Rifton, N.Y. 12471

Let's-Play-to-Grow

Joseph P. Kennedy, Jr. Foundation
1701 K Street, N.W.
Washington, D.C. 20006

Let's-Play-to-Grow

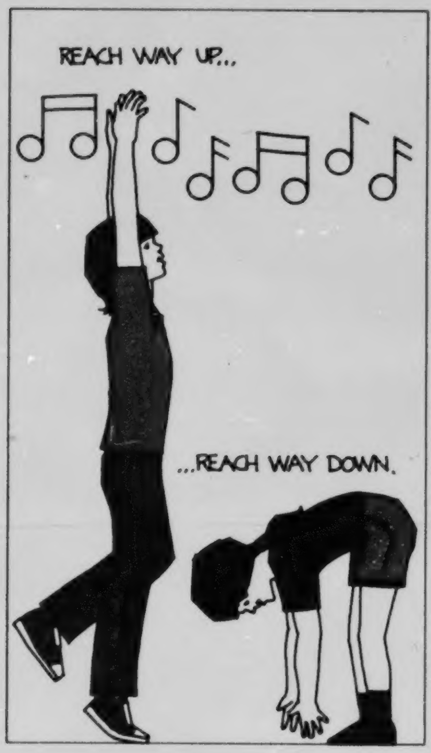
Fun with Rhythm, Movement and Dance

Guide 2

Most special children enjoy and respond to rhythm and music. Through body movement and dance they improve their flexibility, coordination, balance and endurance—the very skills needed in all sports and games, as well as in ordinary day-to-day activities. Movement to rhythm and music also leads to a better ability to understand, remember, and perform—in other words, to learn. And besides, dancing and moving to music are great fun.

Pointers

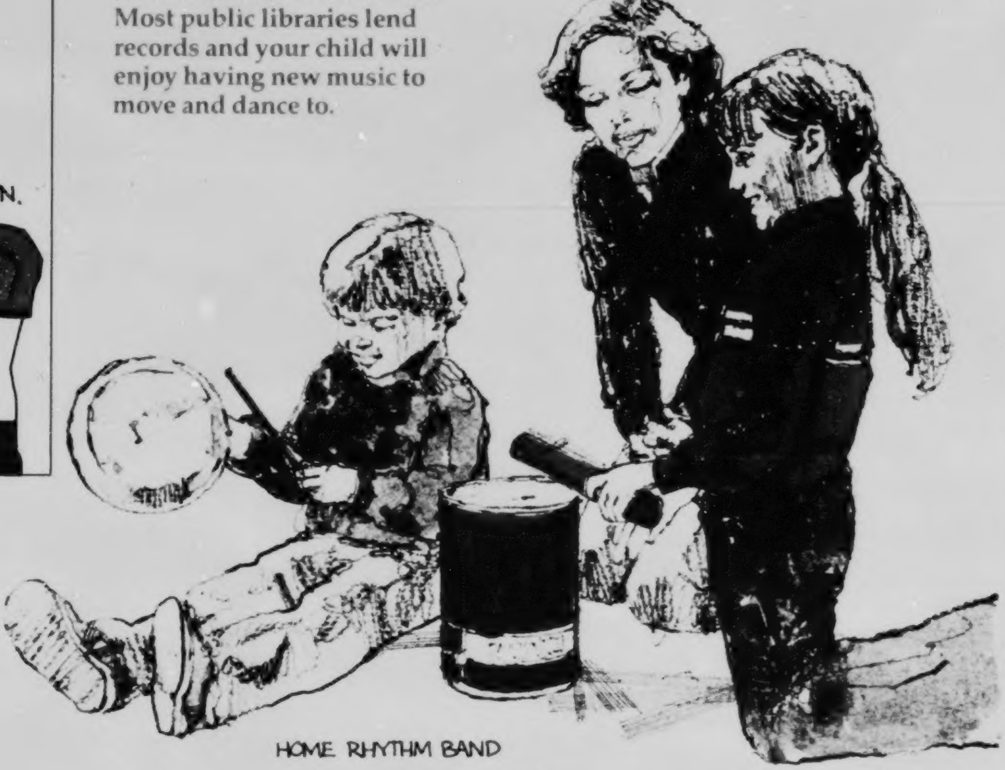
1. You don't have to know a lot of fancy dance steps to begin moving to music and rhythm. Start with very simple, everyday movements—walking, running, stretching, twisting, bending, bouncing and jumping.
2. To make it easier for your child to learn, *say and do* all new movements. At first, say, "Run, run, run" as you run. After a while just do the movements and don't describe them. In that way your child really has to watch and then do what you do.
3. Later on, say, "Do what I say." Then say what you want your child to do ("Run, run, run") but don't move at all. In that way, your child has to listen hard and then think about what he is going to do.
4. Use catchy, rhythmic songs and poems to describe the movement and add to the fun. For example, say, "Reach way up, reach way down/Up to the sky, down to the ground." "Gallop, gallop, 'round the table/Just as far as you are able." "Run, run, run/Running is a lot of fun."
5. Any strongly rhythmic music is fine to move and dance to. The radio is a great source of pop, rock, country and dance music. If you have a phonograph, try to have music for many different moods and feelings—sad and happy; slow and fast; loud and soft. Have at least one record of marches and one of waltzes. Most public libraries lend records and your child will enjoy having new music to move and dance to.


REACH WAY UP...
...REACH WAY DOWN.

Get Ready

How do you start? Just turn on the radio! Special children love the beat of pop music. They love the happy feeling of rock and soul music. Younger members of the family are especially good at the latest dances. Or, make up your own steps.

But you don't even need music for free, happy movement. Just clap hands, or give your child spoons and pots to bang. Aluminum pie plates make good cymbals. You can beat the rhythm on a drum or box with your hands or with sticks. The cardboard tubes from inside the rolls of paper towels make great "beaters." Try them on everything, including your own body. Anything goes, as long as the body moves. If you get going, your special child—who loves to imitate—will get going too.



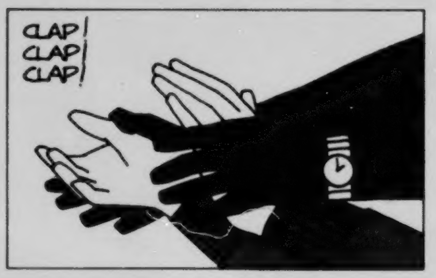
HOME RHYTHM BAND

© Joseph P. Kennedy, Jr. Foundation 1977

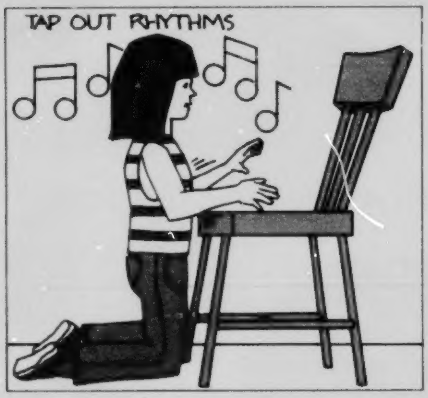
We've All Got Rhythm

Once your child begins to move to a beat, try these simple rhythm activities:

1. **Clapping hands to music.**
   - a. Clap your hands.
   - b. Clap your child's hands.
   - c. You and your child clap hands together.
   - d. Child claps hands by himself.


CLAP!
CLAP!
CLAP!

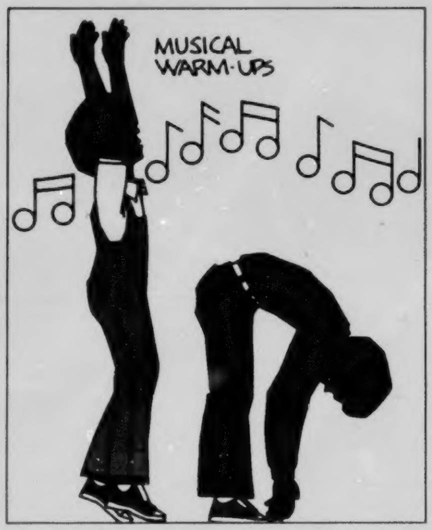
2. **Moving the whole body to music.**
   - a. The body sways.
   - b. The body shakes.
   - c. Child swings both arms.
   - d. Child swings first one arm, then the other.
3. **Clapping out word rhythms.**
   - a. Clap out the rhythm of your child's name. Repeat the name over and over as you clap.
   - b. Standing, say and stamp the rhythm of your child's name. Then try walking, jumping, hopping in place, round and round, forward and backward.
   - c. Clap or tap out the rhythms of favorite nursery rhymes or poems; beat out the words of songs as you sing or listen.



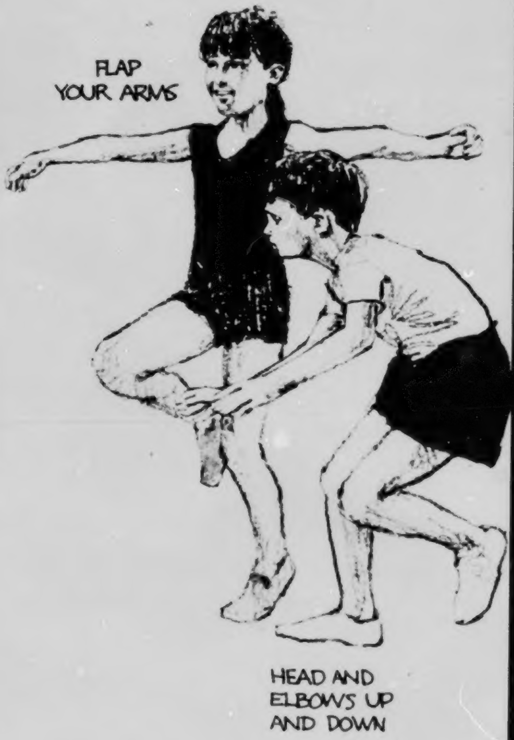
Musical Warm Ups

Warm ups are fun when done to a beat or to music. They're even more fun if you use your imagination—for example, instead of saying, "Arms up and down while we count to ten," try, "Arms up and down as if you're holding a big ball." Why not add a few details about that ball? Help your child imagine how big it is, its color, how high it can bounce.

1. To *limber up*, stre-e-e-tch! Reach for the toes with knees straight. Reach for the sky.



2. To *strengthen muscles,* do pushups and sit-ups, modified according to your child's ability. (See the Let's-Play-to-Grow Manual for Parents & Teachers.)
3. To *improve balance,* make up games to play while standing on one foot. Ask, "How long can you stand on one foot while clapping your hands?" Try, "How long can you stand on one foot and make a funny face?" Make sure your child balances first on one side, then the other.
4. To *improve coordination*, do two different movements at the same time. For example, "Run in place and flap your arms up and down like a big bird." "Move head and elbows up and down/And you'll be like a funny clown."
5. To *develop endurance,* try to include activities that make your child puff a little. If you keep increasing this "action" part of the session, after a while your child won't tire as quickly. Running, hopping, jumping, skipping and galloping are all very good endurance builders.



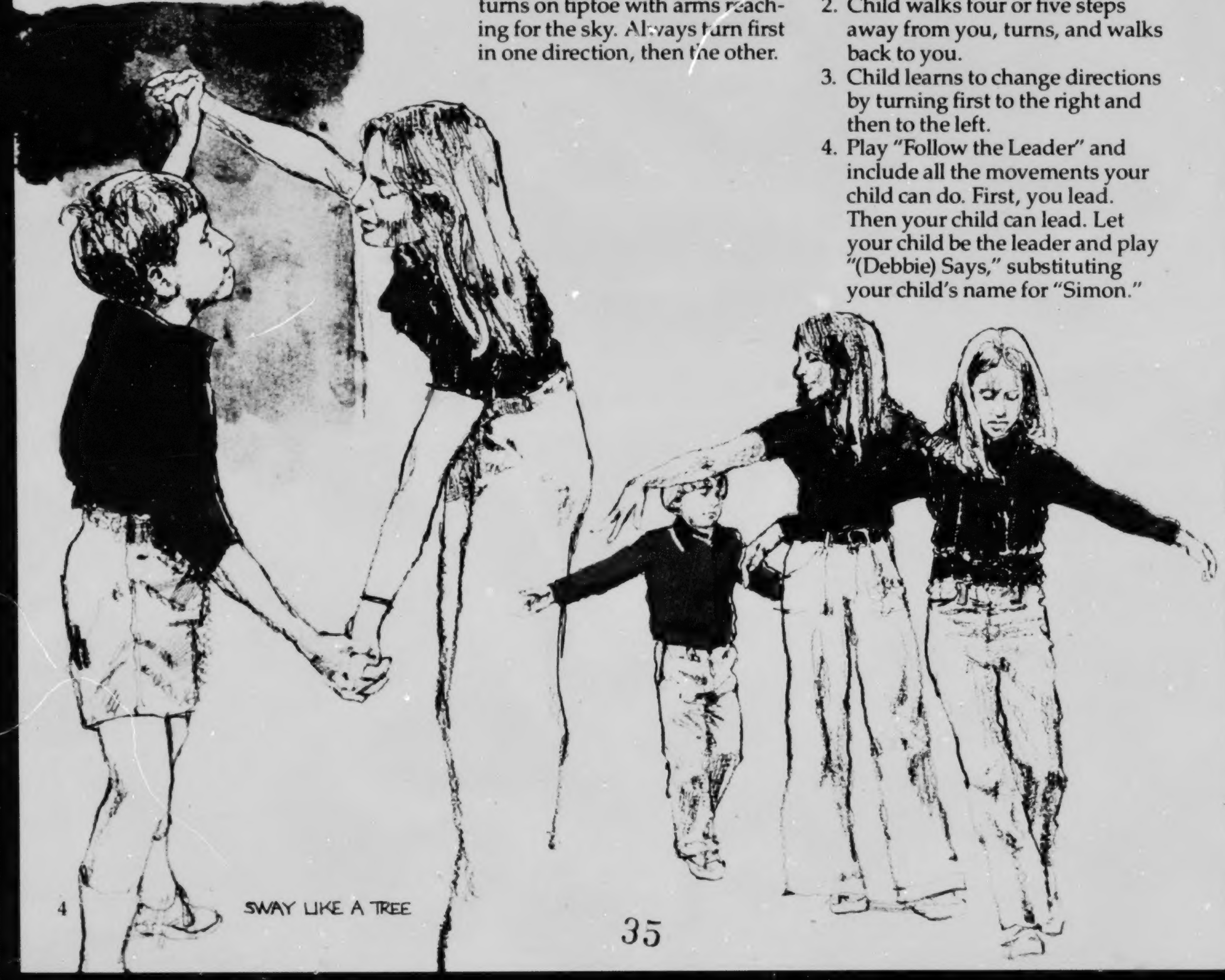
Dancing in Place

1. Child swings his arms to slow music. Then, arms and body sway from side to side, both arms together. (Swing your child's hands for a while to get him started. Then let go and both of you swing separately.)
2. Child sways arms and body from side to side above his head, like the branches of a tree in the wind. Make "wind" noises as arms go overhead and down to one side, then overhead and down to the other side.
3. With the body straight, the child rocks from side to side like a see-saw, with knees stiff, arms at shoulder level. As you rock, tip over more and more until one foot comes off the floor and balancing on one leg is part of each rocking motion. Try saying, "Rock, rock, rock," or, "Teeter, totter," or "See-saw, Margery Daw." This is good for developing balance.
4. Show your child how to spin around. Ask your child to be a top and imitate its sound as he spins: "Whee-ee-ee!" Try slow turns with bent knees. Try tall turns on tiptoe with arms reaching for the sky. Always turn first in one direction, then the other.

Get Moving

These somewhat more advanced Play-to-Grow activities to music and rhythm will help your child learn to control his body as he moves:

1. With your child, walk around the room to march music in a large circle. Then, try a few turns of the room while running. Then, on tiptoe; hopping; galloping. Repeat the word for what you are doing as you move: "Hop, hop, hop." "Gallop, gallop, gallop." Stop for several seconds after each kind of movement, so that what you are doing really sinks in.
2. Child walks four or five steps away from you, turns, and walks back to you.
3. Child learns to change directions by turning first to the right and then to the left.
4. Play "Follow the Leader" and include all the movements your child can do. First, you lead. Then your child can lead. Let your child be the leader and play "(Debbie) Says," substituting your child's name for "Simon."



Musical Games

5. Place a few chairs or other large objects (grocery cartons, large toys, whatever is handy) around the room. Say, "Walk all around, but don't bump into anything." Next, ask your child to do it again—this time, running. Then galloping. Change the position of the objects each time. Or let your child put them wherever he wishes.
6. Help your child use his imagination. Pretend he's running around the jungle. The chair is not a chair at all—it's an elephant! The rug is a raft. The couch is a whale. Through make-believe you can travel around the zoo, the seashore, anywhere at all.

Let's pretend to be:

a. an *animal*—a dog chasing a ball—chasing its tail; or a cat stretching, walking about, lapping its milk. Or a monkey climbing a tree. Or running around the room.

b. a *flower*—growing; opening to the sun; drooping in the cold.

c. a *tree*—tall and strong; bending in the wind.

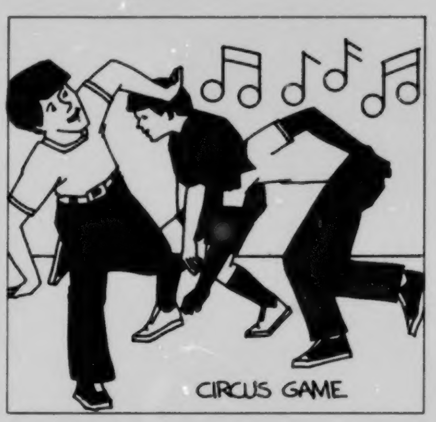
d. an *insect*—crawling like an ant; buzzing like a bee; jumping like a grasshopper; flying like a butterfly.

e. a *vehicle*—big and strong and noisy, like a bus; a car; a train; a boat; a tractor; a truck.

f. part of a *song* or *nursery rhyme*—Jack and Jill, for example. "Let's pretend we're Jack and Jill. You be Jack. You hold the pail of water. Now what happens? Jack falls down." You'll be able to act out many familiar rhymes and songs.

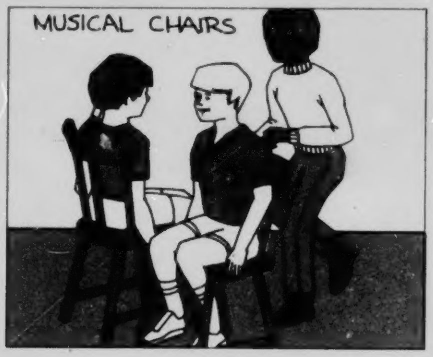
To music with a strong beat, like march music, try these games which involve easy rhythmic skills:

1. The Circus Game
Every member of the family can play. One acts as ringmaster. The ringmaster says: "Elephants walk around the ring." Everyone pretends to be an elephant, holding one arm in front as a trunk. Then say: "Snakes creep around the ring." Then, "Lions prowl,""Horses gallop." The last circle of the ring can be a free-for-all as each player imitates any animal he chooses.

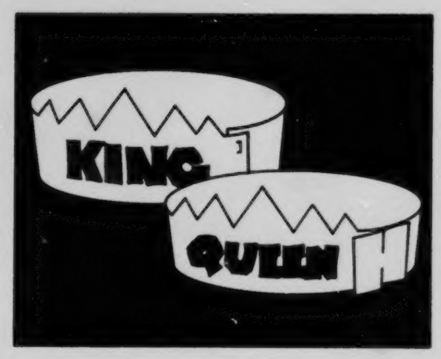


2. Musical Chairs
Line up chairs in a row, with the seats facing front and back alternately. Or, line up two rows of chairs back to back. You should have one less chair than there are players. Start the music. Players march single file around the chairs. Stop the music. Everyone rushes for a seat. The player left standing is out. Each time a player leaves the game, one chair is removed. Keep going until there are two players and one chair.

The winner is the one who manages to sit when the music stops. All players get a treat at the end, and the winner gets two.



3. King of the Hill
You can play Musical Chairs without eliminating any player. Just keep taking one chair away each time the music stops and let the last turn become a real "free for all." Give the child who sits on the last chair a paper crown to wear which is then passed on to each "King or Queen of the Hill."



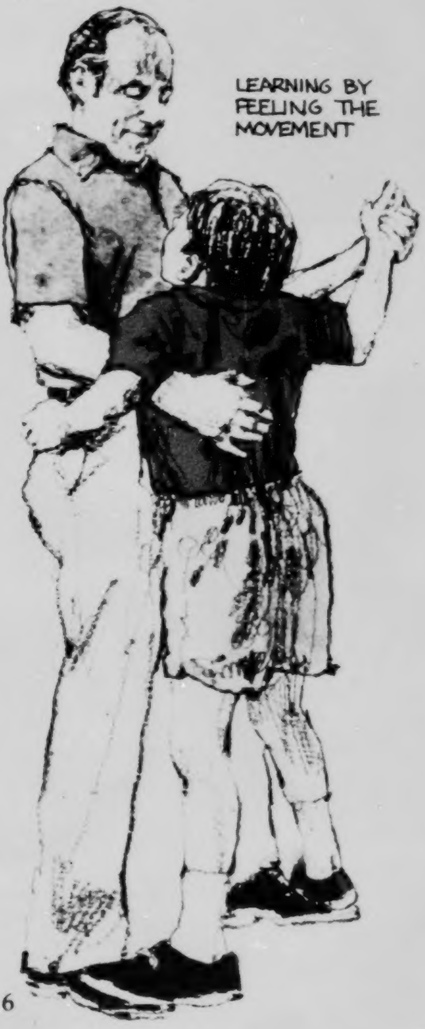
4. Stop the Music
This game is like "Musical Chairs" without the chairs! Any number can play. Form a circle. Turn on the music. Everyone circles to the music. When the music stops, everyone must drop to the floor. The last one down leaves the game. Continue until only one player is left.

5. Freeze
This game is like "Stop the Music" but this time, when the music stops, each player must hold whatever position he is in, without moving or losing balance, until the music plays again. Show your child funny or tricky positions—especially those that demand balance. No one gets put out of this game. The fun is in holding the positions and seeing what everyone else is doing before they "melt" as the music starts up again.

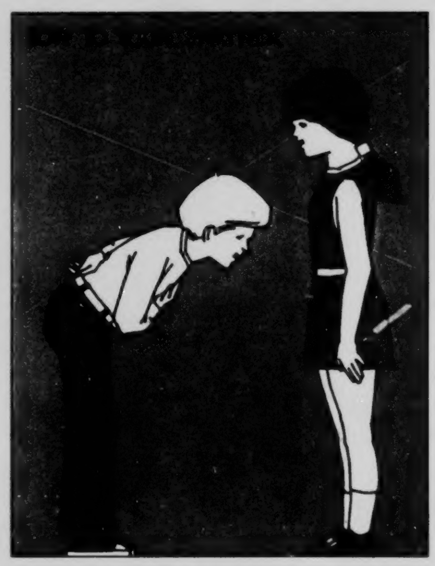
Let's Dance

1. Rock, Soul and Country Music
Children "dig" the strong rhythms of rock, soul and country music. Even if *you* don't, you should include this music in your dancing and rhythm sessions. You'll have no trouble finding kids who will be happy to teach you and your child the newest steps.

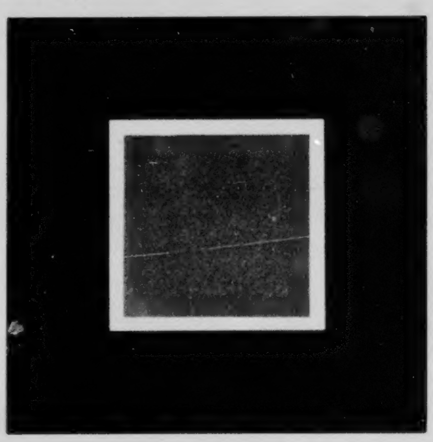
2. Old-fashioned Dancing
Great fun, too, are some of the "old-fashioned" dances like the waltz and fox trot or even the new "Hustle," which give you and your child a chance to hold each other and move together. Very young children like to dance while standing on their parent's feet. When you dance, first *you* lead. Then give your child a chance to lead.



LEARNING BY FEELING THE MOVEMENT



3. Square Dancing
A square dance is a great way to get everybody moving and having a good time. To square dance the child must have some sense of "left" and "right" and "forward" and "back," and be able to move to the rhythm.

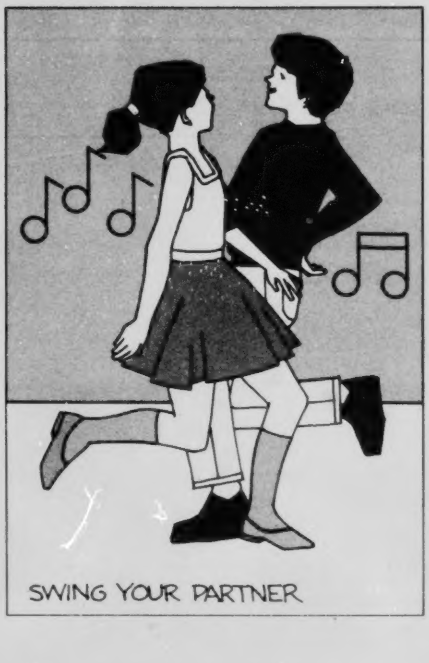


Square dancing gets its name from its basic formation, four couples facing the center of a square, one couple on each side. But you and your child can easily do your own version, using the basic square dance steps. Try teaching these steps as if you were playing "Simon Says." Once your child can do these movements, you can mix them up and create lots of different square dances.

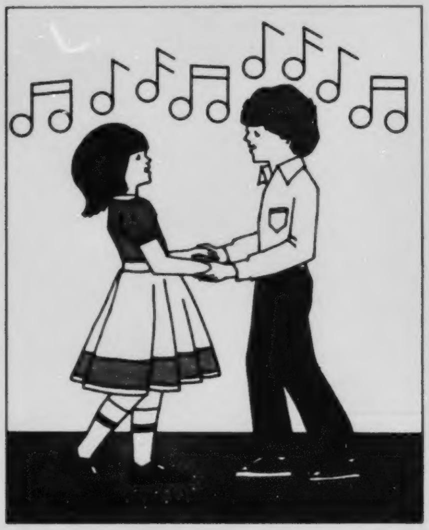
Leader: Simon says, "Face your partner."
Leader: Simon says, "Face your partner and bow."
Leader: Simon says, "Link elbows and swing to the right (to the left)."
Leader: Simon says, "Hold both hands and swing around."
Leader: Simon says, "Hold hands and slide (sidestep) to the left (to the right)."

Any kind of fast country music like "Turkey in the Straw," "The Virginia Reel," and "She'll be Comin' 'Round the Mountain," is good for square dancing. Here's how to get started:

1. Couples square off.
2. Bow to your partner.
3. Bow to your corner (if there is one).
4. Step forward and bow.
5. Step back, hook right elbows, and spin each other around.
6. Do the same with left elbows.

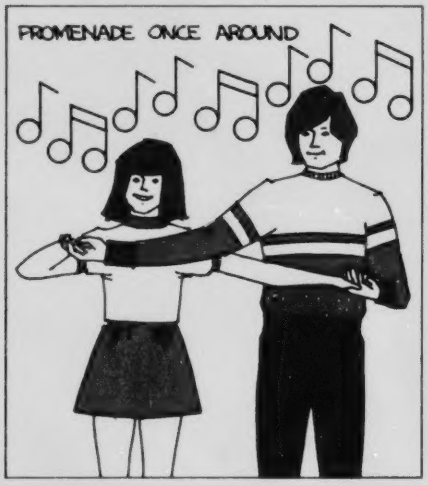


SWING YOUR PARTNER



7. Take both hands and swing around.
8. Face each other, hold hands, and slide — first to the right, then to the left.
9. Hold hands and promenade once around, back to where you started.

Now, take a rest and a drink if you're thirsty and then go to it again!



Your Very Special Child

Is your child in a wheelchair? He may still be able to beat out rhythms and move his wheelchair to the music. If he can't, you take his hands and clap out the rhythms on different parts of his body. You dance, pushing him in the wheelchair. He'll enjoy the movement back and forth and spinning around.

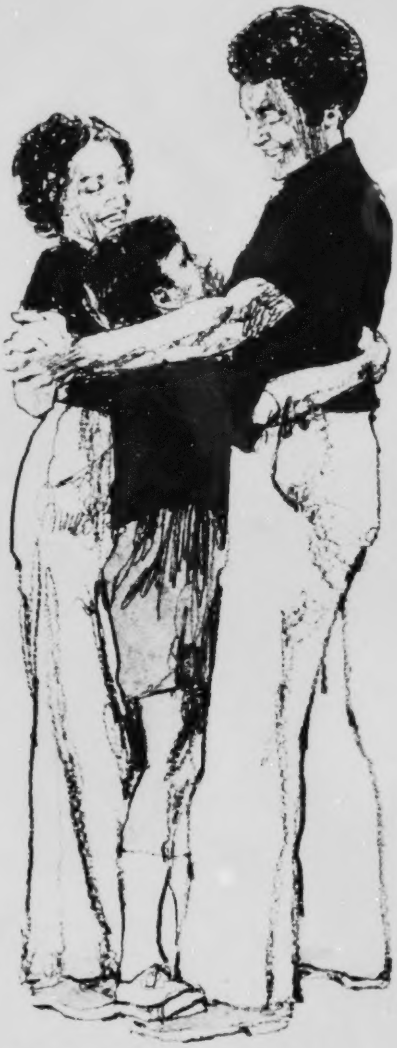
If a child who can't walk is small and light enough, pick him up and dance with him. If he's too large or too heavy, perhaps two of you can hold him up between you, and dance around sandwich style.

Is your child blind? While the music is playing, describe clearly what you want him to do, and don't hesitate to move his arms, legs and body to help him learn to move freely.

Is your child deaf? Music with a strong, rhythmic beat can be "felt" as vibrations, and the child with hearing loss can respond to beat.

Is your child a very slow learner? Start at the simplest level of some of these activities, and be prepared for the two of you to enjoy yourselves at this level for quite a while. Add slightly harder rhythms and movements as your child is ready for them.

Above all, don't think your child can't enjoy movement, rhythm and dance because he is not perfect in walking, learning, seeing or hearing. With your help, your child *can* enjoy these pleasant and healthy activities. It's up to you.



DANCING WITH YOUR VERY SPECIAL CHILD.

Resources

Printed Materials

Listen! And Help Tell the Story, by Bernice Wells Carlson; 1965. Poems, stories, and traditional nursery rhymes invite the child to respond with a sound, word, or simple activity. $4.95

Abingdon Press
201 Eighth Avenue South
Nashville, Tenn. 37202

Sing and Learn, by John W. Antey; 1965. Presents 11 simple, interesting songs related to everyday life in addition to tunes for marching and instructions for making rhythm instruments. $3.90

The John Day Co., Inc.
257 Park Ave. S
New York, N.Y. 10010

Music Activities for Retarded Children: A Handbook for Teachers and Parents, by David R. Ginglend and Winifred E. Stiles; 1965. Presents 71 songs and 11 folk dances for all kinds of music activities. $4.95

Abingdon Press

The Music Box; 150 cards in this index file box contain ideas for rhythm and music games, dancing, making instruments, and art activities. $5.95

Educational Insights
211 S. Hindry Ave.
Inglewood, Calif. 90301

The Small Singer Songbook, by Roberta McLaughlin and Lucille Wood; Full color illustrations are featured in this songbook for young children. $5.99

Bowmar
622 Rodier Dr.
Glendale, California 91201

Let's-Play-to-Grow

Joseph P. Kennedy, Jr. Foundation
1701 K Street, N.W.
Washington, D.C. 20006

The Slow Learner and Music, by J. P. B. Dobbs; 1966. Suggests instructional activities and methods for group singing, instrumental music, listening, and movement and dance. $3.00

Oxford University Press, Inc.
200 Madison Avenue
New York, N.Y. 10016

The Good Times Song Book: Singer's Edition, by James Leisy; 1974. Contains great variety of songs—folk, spirituals, popular, rounds. $1.50

Abingdon Press

Music Is Fun For Children, by James Reed; 1971. Integrates music, movement, dramatics, and dance, showing how to make music a meaningful part of everyday play school activities. $1.50

Play Schools Association, Inc.
120 West 57th St.
New York, N.Y. 10019

Just Watch Me! Funny Things to Be and See, by Eileen Daly, 1974. Short verses encourage youngsters to pretend what they can be, using body movements. $2.65

Golden Books
Western Publishing Co., Inc.
150 Parish Dr.
Wayne, N.J. 07470

Records

Pre-Square Dance, by Lou Stallman; 33⅓ rpm, 1 disc. Square dances are set to rhythms, animal sounds, and other sounds of daily life. $6.95

Lyons Band
530 Riverview Ave.
Elkhart, Ind. 46514

This is Rhythm, by Ella Jenkins; 33⅓ rpm, 1 disc. Concept of rhythm is introduced through definition in poetry, introduction of rhythm instruments, and rhythmic songs and chants. $6.95

Lyons Band

Pre-Dance Activities, by Lou Stallman, 33⅓ rpm, 1 disc. Simple spoken directions on the record provide an introduction to elementary dance. $6.95

Lyons Band

Heel, Toe, Away We Go: Simple Folk Dance Patterns for Children, by Georgiana Liccione Stewart; 33⅓ rpm, 1 disc. Series of seated and standing repetitive activities that invite young children to follow basic coordination patterns with their hands and feet. $8.95

Kimbo Educational Records
P.O. Box 477
Long Branch, N.J. 07740

Basic Concepts Through Dance For Exceptional Children: Body Image, by Arden Jervey and Dorothy Carr; 33⅓ rpm, 1 disc. Each dance is repeated in several tempos, with spoken directions accompanying slow and medium tempos and music only for the regular tempo. $6.95

Educational Activities
P.O. Box 392
Freeport, N.Y. 11520

Johnny Can Sing Too; 33⅓ rpm, 3 discs; Lyons Band. Designed to promote active creative participation in singing so that children will discover and use their voices. $5.95 per record

Songs in Motion! Secondary, by Henry Colella and Mario Truglio; 33⅓ rpm, 1 disc; Educational Activities. Includes contemporary songs and folk tunes selected to answer the need for musical albums appropriate for adolescents with language or learning handicaps. $6.50

Other sources of records besides above:

Folkways Records & Service Corp.
117 W. 46th St.
New York, N.Y. 10036

Hoctor Dance Records
Waldwick, N.J. 07463

Films

In-Out-Around; 16 mm, color, sound, 15 min. Shows special children performing at various skill levels in parachute activities, hoop and ball exercises, balancing. Inquire about rental, purch. $195

Martin Moyer Productions
900 Federal Ave. East
Seattle, Washington 98102

Yarns, Balls, Hoops, Ropes, and Wands, film loop, color, silent, 3½ minutes. Shows children using these pieces of equipment in various games. Purch. $24.95

NCAA Films
P.O. Box 2726
Wichita, Kansas 67201

View and Do Film Number One; 16mm, b&w, sound, 20 min. Three creative movement exercises are shown so that participants can copy them and practice. Purch. $110; rent $20

S-L Productions
P.O. Box 41008
Los Angeles, Calif. 94001

Equipment

Hoppity Hop. Large inflatable ball with molded ring handle which the child can bounce on. $6 - $7

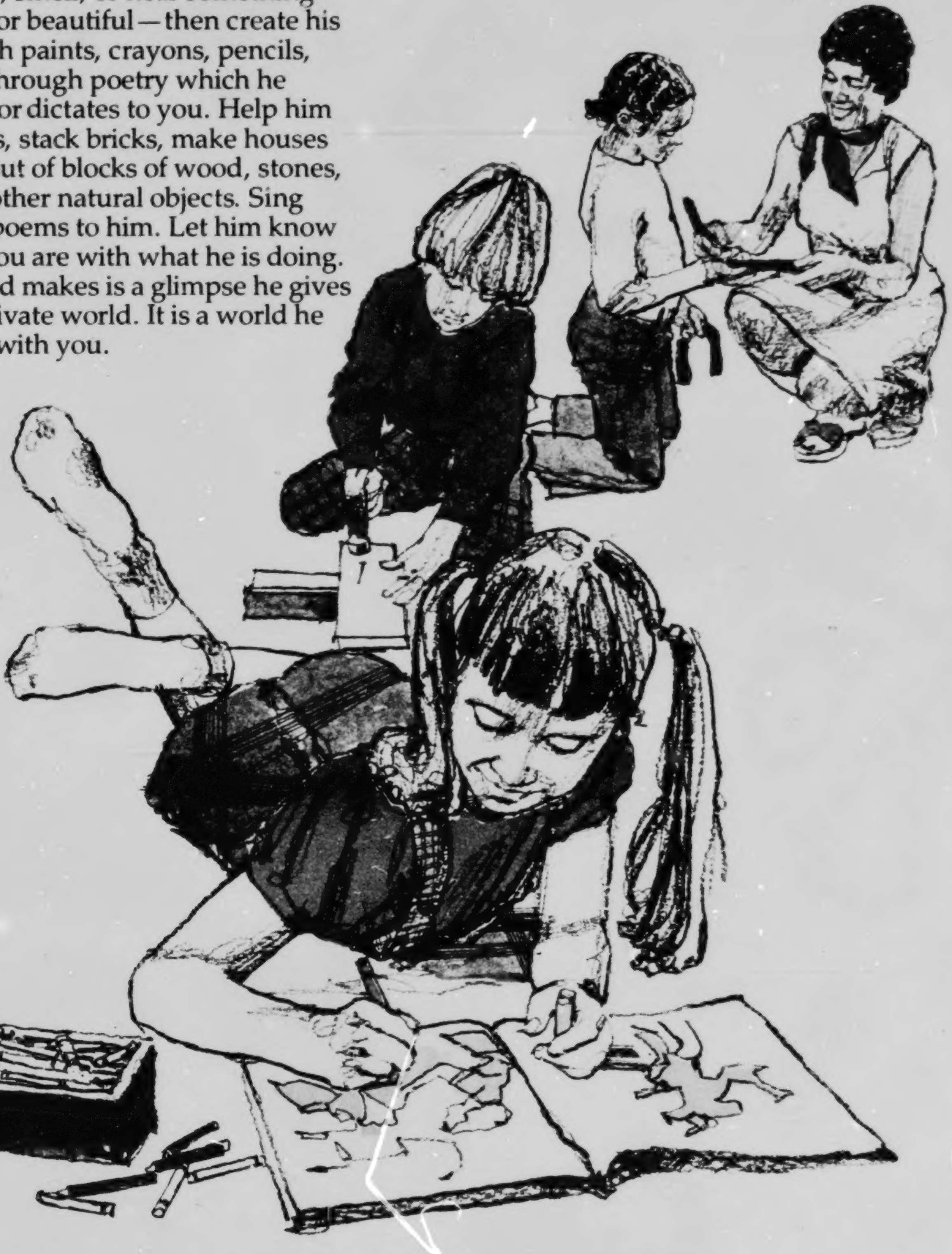
Things From Bell, Inc.
P.O. Box 26
Clinton St.
Homer, N.Y. 13077

Let's-Play-to-Grow

Fun with Seeing and Creating

Guide 3

Try each day to give your child a chance to see, touch, feel, smell, or hear something new, exciting, or beautiful—then create his own world with paints, crayons, pencils, chalk, clay or through poetry which he writes himself or dictates to you. Help him make mud pies, stack bricks, make houses or sculptures out of blocks of wood, stones, pine cones or other natural objects. Sing songs or read poems to him. Let him know how pleased you are with what he is doing. What your child makes is a glimpse he gives you into his private world. It is a world he longs to share with you.



The World Through Drawing and Painting

Always keep paper, crayons, pencils and magic markers in a box or basket at the kitchen table or in the classroom. This will be an invitation for your child to draw when he feels like it, not just when you are ready.

Your child may scribble and play around with odd materials much longer than you might like. But you should encourage any activity that pleases him. Never correct what he is doing. Let him express his own ideas, his own images. Let him picture the world as he sees it. There is no right or wrong thing to do in art. His own thing is what counts. Be encouraging. Say, "That's nice." "That's pretty." "Do you want to do more?"

In art, children move through very definite stages.

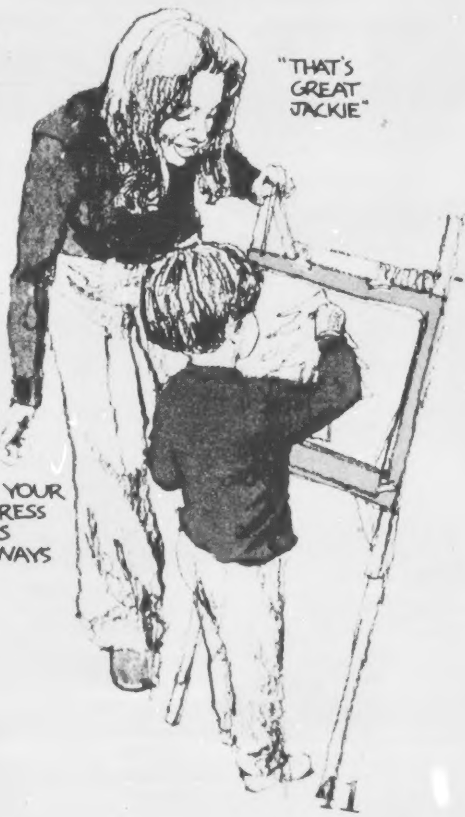
1. Scribbling
In this stage there is no recognizable pattern of shapes or colors.

2. "The World Inside Me."
Now the child begins to express his own feelings; his own love, happiness, anger, or fear at what he sees around him. He may point to a shape in his work and say, "This is Daddy." Or, "Mommy", or "This is me." You may not see any relationship between the scribble and what he is saying. But be patient. Say, "That's fine. Tell me more."

3. "The World Outside Me"
Now, your child's pictures are more recognizable. But this does not mean they are better. You may see a circle for a head, with two lines for arms and two for legs. There may be a circle for the sun, a tree, flowers. A square for a house, a building or a car.

Remember, at every stage there is no right way or wrong way. It is the child's need and desire to express himself that we are trying to encourage. Praise what he says and does. What is most important is for your child to draw or paint what he sees and feels, not what *you* believe should be represented.

Even at the scribbling stage, children are trying to develop their own symbols or shapes for a girl, boy, dog, tree, car, and other familiar objects. Never say, "No, no. A hand has five fingers." Or, "The moon is round." Let your child's imagination bloom.



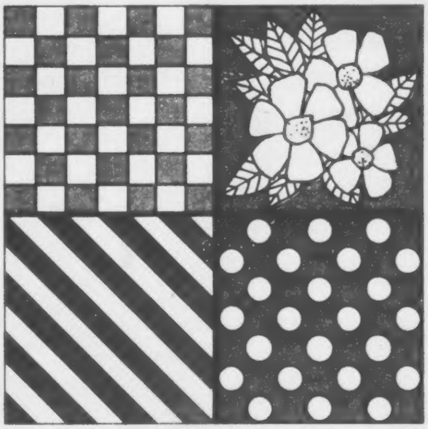
ENCOURAGE YOUR CHILD TO EXPRESS HIS OWN IDEAS IN HIS OWN WAYS

Seeing and Creating

It's up to you to make your child's world as bright, colorful, and interesting as possible. The more he is excited by what he sees around him, the more he will want to create a world of his own.

Questions like the following are good ways to start your child thinking about the way things look.

1. What is this? What do we call this? (telephone, boy, girl, sofa, lamp, dog, cat, cup)
2. What shape is this? (flat, round, square, pointed)
3. How big or little is this? (great big, tiny—compared with something else?)
4. Is this plain or fancy? Do you know the name of its pattern? (checkered, flowered, striped, polka-dotted)



To encourage your child to see and know the world:

1. Give him lots of colorful, bright, attractive things to play with—toys, colored ribbon and cloth, blocks, crayons, cloth animals.
2. Help him describe shapes. For instance, an orange and other fruits and vegetables. Talk about the beautiful color. Name it.

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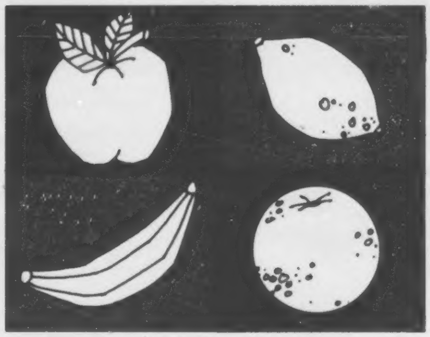
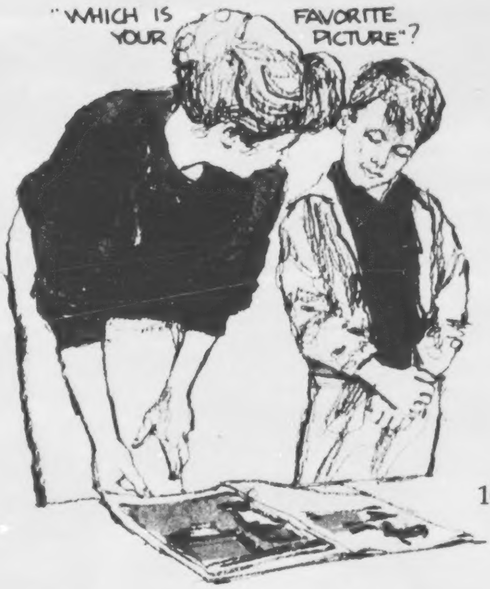
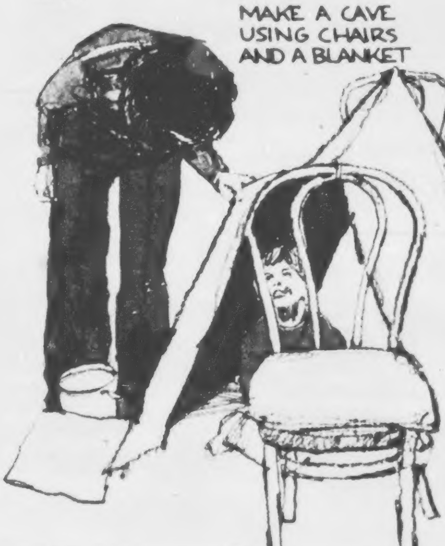


"The color of this orange is orange." Ask him, "Can you tell me what color this is?" "The color of this apple is red." "Can you tell me the color of this apple?" "The color of this lemon is yellow." "Can you tell me the color of this lemon?" Talk about the shape and texture of the object. "This orange is bumpy and round." "How does this orange feel to you?" "What shape is it?" "This banana is smooth, and long and thin." "How does this banana feel to you?" "What shape would you say this banana is?" In describing shapes, encourage your child to use his hands.

3. Have your child name the articles of clothes that he wears — shoes, pants, underwear, dress, socks. Talk about their color and texture. Play games like "Which piece of clothing is largest?" "Which is the brightest?" "The smoothest?" "The softest?" "The fuzziest?"
4. Put many different objects in a basket — things made of wood, plastic, metal, paper, cloth, rubber, feathers, or leather. Say, "Let's play a game. First close your eyes. Now pick something from the basket. What does it feel like? Is it hot or cold? Sharp or dull? Wet or dry? Slippery or wet? What do you think it is?"
5. Let your child walk barefoot across different textured materials like a rug, a piece of paper, wood, grass, or the sidewalk. Encourage him to describe how each different surface feels to his feet.
6. Go through a magazine or picture book with your child. Ask him, "Which is your favorite picture? Which looks like your mom? Which looks like your dad? Which picture makes you happy? Which picture makes you sad? Which picture do you dislike most?"

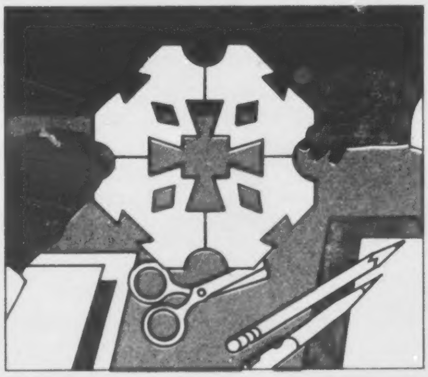

"WHICH IS YOUR FAVORITE PICTURE"?

7. Take a walk with your child. Get him to have a feeling about what he sees. Ask him:
"If you were a bird would you build a nest in that tall tree or that little tree?"
"Would you like to live in that tall skyscraper? Or that little house?"
"What color is the sky? What is behind those clouds? Does that cloud look like a frog or a snake? Where would you go if you could ride on that cloud?"
"How many ways could you get into that house? Stairs? A ladder? Fly?"
"What animal would you like to live with you? What animal would you like most to be? Do you like being you? Would you like to be a tree? A bird? A cloud?"
8. When you get home invite your child to draw or paint some of the things you talked about on your walk.
9. On the sidewalk or driveway, draw with colored chalk the outline of a boat, train, plane or bus. Put two chairs in it — one for you — one for your child. Let your child sit in the driver's or pilot's seat. Ask: "Where are we going? What do you want to see? Where are we now?" Describe the mountains (ocean, forest, desert, etc.). Make the noise that a plane (train or boat) makes. If you're on a plane, say, "Now we're taking off. Look at the people down below. They're getting smaller. What do they look like? Are the buildings tiny now? Is the ocean bigger than you thought?" This game will stretch your child's imagination and give you many moments of fun as you "travel" together.
10. Change the look of the house. Put a blanket over two chairs. It's a cave. Tie a string between two chairs and hang a blanket over it. It's a tent. Put a sheet over a living room chair. It's an iceberg. Turn a bridge table on its side and get behind it. It's a fort.

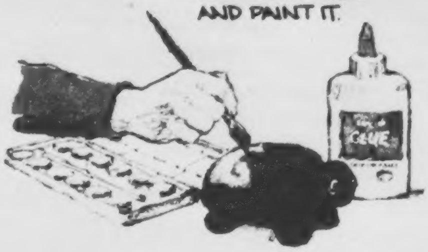

MAKE A CAVE USING CHAIRS AND A BLANKET

Creative Activities

1. On a walk or auto trip, count and describe the colors and shapes of different cars (trucks, buildings, bridges, special kinds of trees). This may be played as a game with other children.
2. Imitate a picture. For example, if you have a picture of a tree, ask your child to stand like a tree with his arms as the branches. If you choose an object that moves, try to move as it does. Then, draw, paint, model or cut out a tree.
3. Say, "Paint me a picture about Spring." "Winter." "Summer." "Late at night." "In the rain."
4. Fold some paper two or three times. Say, "Look, I'll show you a trick." Then, make round or straight cuts on the corners of the paper and notches of various shapes and sizes in the sides through the folds. Then give the paper to the child and say, "Open it up. Isn't that a beautiful design?"



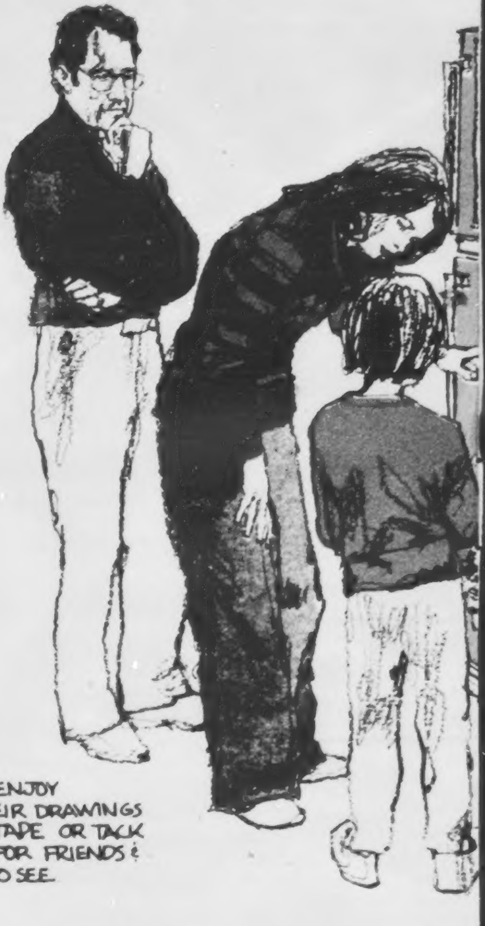
5. Using blunt scissors, show your child how to play this wonderful trick by cutting his own designs out of folded paper.
6. Paint simple pictures—a face, a rock, a bird, the sun, a tree.
7. Find rocks outdoors big enough (about 6" high) and heavy enough to make into bookends. With acrylic paint or tempera, paint a face or a tree or an animal on the stone. Then spray on clear acrylic or shellac to preserve the picture.
8. Paint a rock many different colors. This is fun, too.
9. Find a flat rock to use as a doorstop or a round stone to use as a paper weight. Paint it many colors.


MAKE A TURTLE AND PAINT IT.
GLUE

10. Find one medium sized stone, smooth and round, and five small pebbles. With Elmer's glue, glue two pebbles to each side of the stone and one pebble in front. Now you have a turtle. Make sure the glue is dry before you pick it up or paint it. Then, have your child paint the turtle any color or pattern he wishes. Paint two black dots for eyes. Then cover the painted area with clear acrylic. Other stones can be glued together to make different animals. Let your child name the animal himself. (Dog, cat, rabbit, etc.)

Drawing and Painting

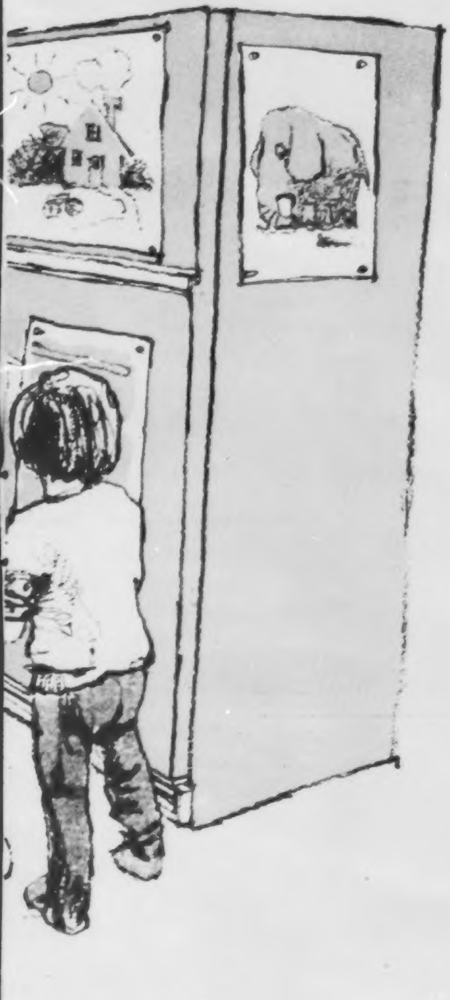
1. Start off with finger painting described in Let's-Play-to-Grow Guide 2. Your child will enjoy shaping the wet color with palms and fingers. As control improves, he can move on to other kinds of painting.
2. Every time you introduce new materials or tools, make sure they can be used safely and are not poisonous.
3. While coloring books are helpful to some children, they do not add much to a child's creative experience. The goal is to free your child to express his own sense of himself and the world around him. Asking him to come up to someone else's idea of "reality" has little value compared to having him create

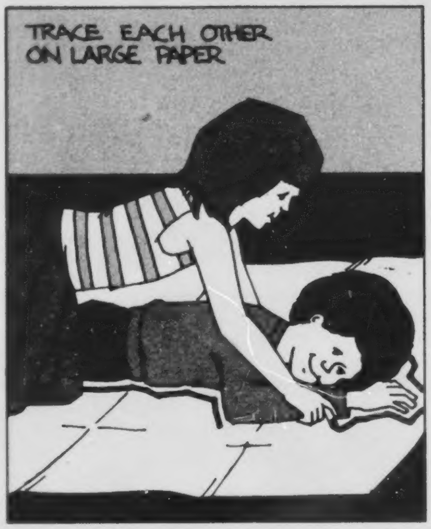


CHILDREN ENJOY HAVING THEIR DRAWINGS DISPLAYED. TAPE OR TACK THEM UP FOR FRIENDS & RELATIVES TO SEE.

something beautiful and meaningful on his own.

4. Always treat a child's work with respect. Mounting a drawing or painting on a piece of colored paper gives a special look for display. Tape or tack your child's drawings to the kitchen or bedroom wall. On a string or clothes line stretched across the room, hang the paintings with clothes pins. Help your child keep the rest of his drawings and paintings neat in a drawer or folder. Let your child choose the drawings or paintings that he likes the best. Put them up in the child's room or in your own room.




TRACE EACH OTHER ON LARGE PAPER

5. With your child, trace each other's bodies on large brown paper. You lie on the paper while your child traces your body. A brother or sister or classmate can help. Then you do the same for him. After the tracing is finished, have your child paint or draw details of face and body: features, hair, buttons, belt, shoes, etc. These pictures may be hung on the wall or cut out and folded into a chair. Another possibility with life-size body tracings is to cut the figure into parts like a puzzle and have your child put the parts together. He can do it again and again if the tracings have been glued onto cardboard to keep them stiff.
6. Foot prints and hand prints can be made outside on a sunny day. The child paints his hands and feet with easel paint and then he prints them on a piece of paper.
7. Give your child a variety of "litter bug" material like cloth scraps, felt, rug samples, yarn, string, etc. Then give him glue and wrapping paper and let him do whatever he wants with them. The result may be messy, but it will be great fun for your child.

You don't need to spend lots of money on art supplies. Anything that makes a mark on a surface will do.

Plain paper—newsprint, large paper bags cut in half, paper from a butcher shop or meat counter, shelf paper, shirt cardboards, paper plates.

Colored chalks

Crayons

Felt markers and ballpoint pens.

Paints—tempera (cake, liquid or powder), poster paints, acrylics, water colors, finger paints.

Brushes—old paint and other brushes, school grade bristle or camel hair brushes of varying sizes—¼, ½, 1¾, and 1" pieces of sponge.

Adhesives—wallpaper paste, homemade paste,* school paste, Elmer's glue.

Scissors, blunt

Paper punch to make designs.

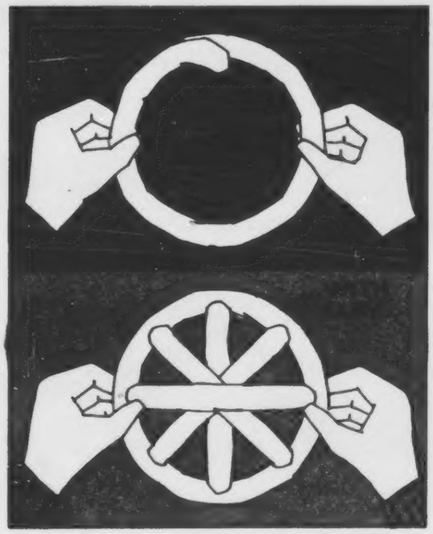
Note: Materials should be non-poisonous and safe.

**Recipe for homemade paste*
Add to one-half cup of flour, cold water until mixture is creamy in texture. Boil on stove while stirring for about 5 minutes. Add vegetable coloring if you wish. Store in air-tight jar in refrigerator. This paste is harmless should your child taste some.

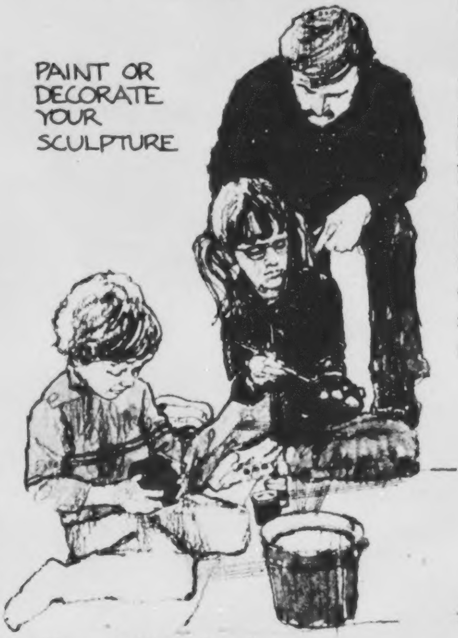
Modeling and Construction

All children love the feel of modeling materials. Let them pound, pat, pull and squeeze the materials freely, before molding them into shapes.

1. Worms Into Worlds
Children love to form modeling materials or clay into coils they call snakes or worms. Play a game with your child asking him to have the snake bite its tail and turn into a sun, a tire, a wheel, a circle, etc. Ask him to see what happens when the circles are joined together. Suggest that he make some coils long, some short, some fat, some skinny. Encourage him to stack them or braid them like pigtails.



a. Children, of course, will form balls, slabs and other shapes into people and animals. Say: "Let's make a family of birds (or turtles, or dogs)." "Let's make something we can use (A little shovel. A spoon.)." Let's make a castle (A cave. A mountain.)."
b. Show your child how to stack rings of clay on a flat circle of clay which you can cut out with the top of a can or glass. When the stack is six or eight inches high, the sides can be smoothed and your child will have a glass or pitcher he can dry, paint, shellac, and keep or give as a gift.


PAINT OR DECORATE YOUR SCULPTURE

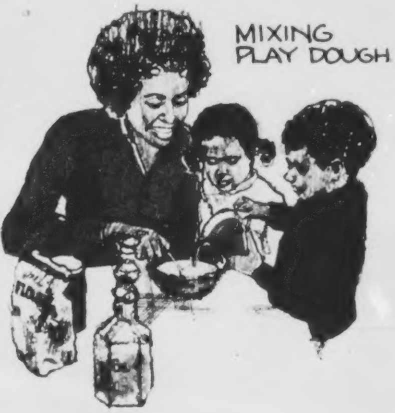
2. Keep or Start Again
When the child has finished a piece of sculpture with clay and wishes to keep it, let it dry. Then paint and shellac it when it is thoroughly dried.

If the child gets tired or frustrated it may be because the material is not just right for what he wants to do. Tell him that it is perfectly all right to push everything back into a ball, let it sleep a while and work with it another time. Keep the material in a covered container in the refrigerator, adding a little water when it begins to dry.

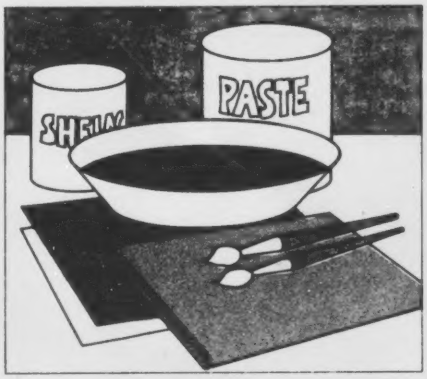
What to Use
(Modeling and Construction)

Homemade Play Dough
3 cups flour
1 cup salt
½ cup water with a few drops of food coloring added
1 tbsp. oil

Knead until it is well-mixed and has a smooth consistency. It will not stick to the hands when it has been kneaded enough. Play dough can be used alone or with rolling pin, cookie cutters, blunt knife, mallet (when a child is feeling particularly frustrated or aggressive). Kids who can't use scissors well often feel real success when they use blunt scissors to cut play dough.



Papier Maché Pulp
Tear newspaper into small pieces. Mix in water and wallpaper paste until you get a workable medium that holds together. Mold, allow to dry, paint and shellac if desired.

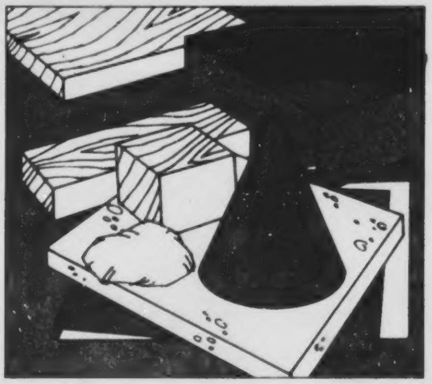


Writing Poetry

Materials for Construction

Your child can make animals, people, houses, free form objects from:

- Scraps of wood
- Styrofoam shapes
- Flat cardboard
- Cardboard boxes
- Cardboard cones
- Cardboard cylinders
- Construction paper
- Fabrics
- Pipe cleaners
- Wire
- Cotton
- Plastic sponge
- Plastic bags
- Aluminum foil



Stuff to Help Hold Constructions Together

- Paste
- White glue (Elmer's)
- Staples
- Pins
- Paper fasteners
- Masking tape
- Wire
- Nails
- String
- Yarn

Tools

- Hammers
- Saws, Hobby
- Stapler
- Scissors

To Decorate

- Tempera paint
- Sequins
- Glitter
- Ribbons
- Yarn
- Colored cellophane
- Beads
- Fringe
- Paper doilies
- Rickrack
- Buttons
- Shoe polish

On Display

When your child has finished a painting, a sculpture or construction, give it a place of honor at home or have Mother or Dad take it to the office. Make sure your child knows how pleased you are with his work and encourage him to make paintings or constructions to give family and friends as gifts.

"Writing poetry"[*] is as natural a thing to do as dancing, singing, drawing, and painting. Children do it very well, and with great pleasure.

Make it Free and Pleasant

If they are to like writing poems as much as they like painting, they have to write them in a way that makes them feel playful and free — there should be nothing difficult or painful to keep them from starting and from saying whatever they want to. And saying it quickly. And then going on to say something else.

So children should be told right away that when they make up a poem, spelling, grammar, and neatness don't matter at all. Not even the greatest poets pay attention to such things while they write. Also, suggest to children that they try not using rhyme. Children usually like rhyme but it almost always seriously inhibits them in what they say — using it they tend to write in a jingle-jangle, sing-songy kind of way. Another good thing to suggest to children when they write is that they be wild, silly, crazy, stupid, dopey (the adult word for all these is *imaginative*). This will help them to know that they don't have to be thinking of the "right" things to say but can say anything at all.

Suggest Ideas

Along with all this freedom, something very helpful to a child is an idea of what to write about and of how, when not using rhyme, to make it a poem. So a very important part of helping a child write poetry is suggesting, each time, a kind of subject and a certain way of writing about that subject. The subject shouldn't be limiting or "testing" in any way but a subject that invites a child to think about his own secret feelings, ideas and perceptions.

A Wish Poem, for example, is a good first poem for a child to write. Children always have wishes, and you can simply suggest to a child that he think about what he wishes and that he write a poem in which every line (or sentence) is a different wish — *I wish I lived on the moon/ I wish my friend Bobby lived there with me/I wish we had a pet gorilla* . . . Say the poem shouldn't rhyme. Though rhyme is taken away, another kind of poetic form, which is much more natural to children's speech, is being substituted for it: repetition — putting the words *"I wish"* at the start of every line. It is good to suggest a "poetry idea" like this to a child each time.

Help Inspire Him

Along with making the child feel free and suggesting a poetry idea, you should also help him to be excited and inspired about what he's going to write: if at all possible, read aloud to him (or have him read) poems on the same subject by other children; give, and ask for, a lot of examples — tell some crazy wishes you've had, for example, and ask for some of his; do things to help him get in a strange and dreamy mood — for example, if the poem is about colors, ask the child to close his eyes while you make certain sounds (you can whistle, clap your hands, drop a book) and ask him what color these various sounds have.

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[*] *"Writing poetry" as we use the term, means either that the child writes the poem himself or tells it to someone else who writes it down.*

Poetry Ideas

Writing or Dictating

If the child has trouble writing, he can dictate his poems. If you take down the child's poem be sure to keep reading it back to him to see if it is just what he wants to say and if he wants to say more. This will help him to know that it is a poem and to know that it is his own.

Show That You Like It

Whether he's writing or dictating, it's important that you show that you like what he is saying. There will be things to like. The simplicity, imaginativeness, and power of what children say are quite impressive—and especially so after they have been encouraged to say what they really want to say.

Don't ever change or correct in any way what a child writes—that will make the poem less his own and it will make him much less free next time he writes. Children don't need negative criticism either.

Most helpful to a child in becoming a better poet is writing a lot of poems, inspired by poetry ideas that help him to try something new each time.

Here are a few poetry ideas and some poems children have written in response to them.

Wish Poems

Children usually love to write about wishes. The poetry idea is described above.

I Wish I Had a Diamond

I wish I had a diamond
I wish I had a bike
I wish I had a cat
I wish I had a puppy
I wish I had a friend

Richard Ulloa, age 7

I Wish I Was a Strawberry

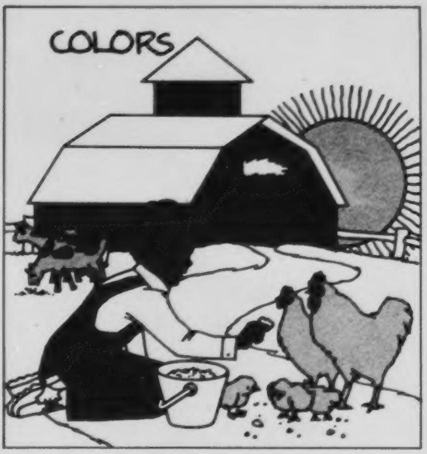
I wish I was a strawberry
I wish I could be in a book
I wish they sold houses for nothing
I wish I could become small as big as a pencil
I wish I had a lot of clothes that didn't cost anything
I wish I could do my homework without a pencil and do my homework without writing anything.

Ilona Baburka, age 8

Sometimes I Wish I Had a Kitten

Sometimes I wish I had my own kitten.
Sometimes I wish I owned a puppy.
Sometimes I wish we had a color T.V.
Sometimes I wish for a room of my own.
And I wish all my sisters would disappear.
And I wish we would live in the country.
And I wish we didn't have to go to school.
And I wish my little sister would find her nightgown.
And I wish even if she didn't she wouldn't wear mine.

Erin Harold, age 9



Color Poems

Ask a child his favorite color and suggest he write a poem in which that color is in every line. To help create a feeling of excitement about colors before the writing begins, ask for colors of sounds, numbers, countries, feelings, people's names, days of the week—Jeannie is a light pink name; two hundred is orange; being surprised is violet.

Red is the Color

Red is the sun setting at night.
Red is the color of love.
Red is the color of a cherry.

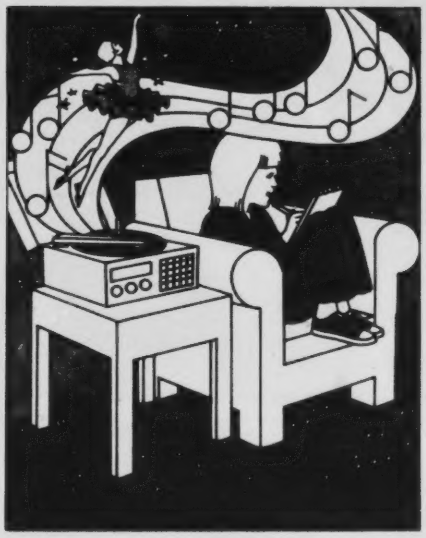
Red is the color of an apple.
Red is the color of a kind person.
Red is the color of sweetness.
Red is the sun rising.

Marion Mackles, age 9

The Happy Blue Day

It was time to get up when I opened my eyes my whole room was blue.
What could I do, everything was blue.
I went to the barn while I was running the sun was blue, when I reached the barn the chickens were blue, the cows, horses, pigs were blue.
I went to eat my eggs were blue, my bacon was blue, even my milk was blue.
When the day ended something happened. A big colorful rainbow went across the room and everything turned back to the way it was.

Eduardo Diaz, age 10



Poems Written to Music

Play a record and ask the child to close his eyes and say what the music makes him think of. What colors does he see? What kind of place? a city? mountains? the ocean? What time of year is it? After you've done this for a while and the child seems excited about what the music is making him see, start the record again, or put on another one, and ask him to write a poem about what he hears in the music. One way is to suggest that he close his eyes, then write down one thing the music makes him think about or see; then close his eyes again and so on. The best kind of music to play is probably some kind that you yourself like—whether it's Mozart or Stravinsky or jazz or rock.

Dancing Down the Stream

Violins play for me as I dance down the deep blue stream
I dance on my white toes as I dance down the deep blue stream
Flowers fall on me as I dance down the deep blue stream
Soft white snowflakes fall on me as I dance down the deep blue stream.

Lenora Calanni, age 11

I See a Lonely Girl

I see a lonely girl riding a horse along a lonely beach
With the salt air going through her blonde hair.

She is lonely because her boy friend has left her.
The girl keeps on riding faster and faster, as the waves come in.

She stops and gets off the horse and sits down on the beach.
The girl is staring into the clear blue sky, trying to forget her unhappy thoughts.

Then she begins to weep and weep for her thoughts are darkened.
Suddenly she takes the reins of her horse and walks away.

Debbie Novitsky, age 12

Flowers and the Center

I was walking through a garden at Queen Elizabeth's palace. As I walked through, the flowers nodded their heads and did little dance steps. Then Queen Elizabeth invited me into her palace. She gave me a silken robe and the roses danced behind me holding up my train and nodding their heads. Then it all turned dark and I woke up. I was very sleepy.

Eliza Bailey, age 9

TALKING TO AN ANIMAL

Talking to an Animal, Bird, or Insect

Talking to animals and other parts of nature is much more natural to children than to adults, and children like to write about it. One way to inspire them to is to read and discuss with them William Blake's *"Tyger."* Children are likely to be excited by the situation of talking to a strange animal and by all the questions Blake asks: *"Where did you get your heart? What blacksmith could make a brain like yours?"*

Tyger!

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

Poetry Ideas (continued)

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears
And water'd heaven with their tears,
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

It doesn't matter if a child doesn't understand everything about Blake's poem. If he's excited by it, then he can write a good poem something like it of his own. Ask him not to use rhyme but to keep calling the creature by name (as Blake does) and asking it different questions, the questions he'd really like to know the answers to. If a child wants to have the creature answer, or wants to talk to a different creature in every line, that is fine, too. Using a great poem to inspire a child's own writing is a way to help children to like great poetry and to feel close to it.

Majesty Lion

Oh, Majesty Lion, saluted I.
Who made you to be the king of
animals?
Who made your eyes as fearful as the
burning fires of the Usuthu forests?
Even your paws are as dangerous as the
robbers at night.
Your voice is so big as thunderstorms in
the hot summer seasons.
Who made your tail so fluffy that even
flies don't touch it?
Who made you so fearful that even the
creatures of the world are afraid of
you?

Student in Swaziland, age 14

Dog, Where Did You Get That Bark?

Dog, where did you get that bark?
Dragon, where do you get that flame?
Kitten, where did you get that meow?
Rose, where did you get that red?
Bird, where did you get those wings?

Desiree Lynne Collier, age 9

Some Other Poetry Ideas

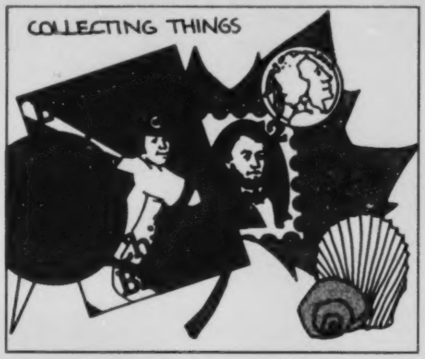
Write *a Comparison Poem,* putting a comparison (something using *like* or *as*) in every line—"The sun is like golden bright earrings"; *a Used To-But Now Poem*—write about the differences between the way you are now and the way your used to be—start the first line with *I used to,* the second with *But now,* and so on—"I used to have blond curly hair/ But now I have brown straight hair"; *Poems Using Spanish Words* (or words in some other language)—in every line, put one or two words in Spanish, perhaps including the names of colors—"In invierno the sky is azul."

Fuller discussion of these ideas, and of many others, can be found in the two books by Kenneth Koch

Wishes Lies and Dreams—
Teaching Children to Write Poetry.
Rose Where Did You Get That Red?—
Teaching Great Poetry to Children.

Hobbies

Encourage your child in a hobby. Some hobbies are doing things. Some are collecting things. But all hobbies are pleasant and interesting. And above all, they are activities that help parents play with their children. Find out what kind of hobby your special child would like best. Then have the whole family join in.



1. Collecting Things

Most children love to collect things: bottle caps, empty bottles and jars, empty match covers, arrow heads, birds nests, even stones or leaves. Start off with an empty box or tin. Every day, drop in a bottle cap or any other object your child wants to collect. Part of the fun is finding objects like these on walks, trips to the store, at the beach or in the country.

Pick an area that interests your child most: sports and athletes; Presidents and their families; animals; stamps; cars; dolls; leaves and flowers. Cut pictures of these favorite things from magazines and newspapers and paste them in a scrapbook. Collect all kinds of miniature dogs or horses, elephants, frogs or owls.

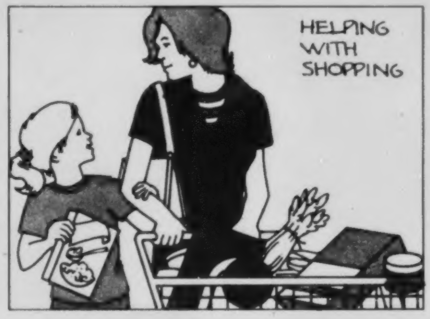
If your child loves sports—concentrate on one sport or one team. Write for pictures and autographs. Keep a box full of newspaper clippings of a favorite player or the whole team.

How about a stamp collection? Pick out one country or one continent. Get old stamps as well as present day stamps. Specialize in stamps with pictures of animals, birds, or famous people.

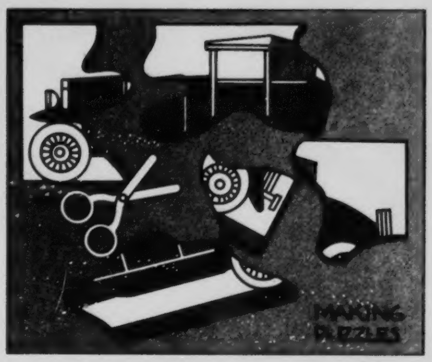
Other things that are fun to collect are: cars (all different types of tiny model cars); dolls (dolls of different countries); buttons (political campaign buttons, buttons with funny sayings, buttons of all colors, shapes, sizes); shells (see how many different colored or shaped shells you can find and display); stones (collect different sizes and colors. Polish, paint, or draw pictures on them, then shellac them.)

2. Doing Things

Remember to keep hobby activities simple, varied and interesting, so your child won't become bored or frustrated.



Chores: Have fun doing things together. If you live in the country, make a game of doing chores. Let your child help you feed the farm animals, collect the eggs, milk the cows, pick fruit, vegetables, and flowers. Give him a special job that is all his own. If you live in the city, go shopping together. Wherever you live, do things around the house together like dusting, sweeping, washing dishes, and making beds. At school, give each child a chance to clean the blackboard, put the toys away, change the calendar, or anything else that is useful and easy to do.



Puzzles: Paste a bright, colorful picture on cardboard. Then cut it into two pieces. When your child can put the pieces together, cut a third piece, then a fourth. Your child will love to see the picture "come together" each time and soon may be able to put together puzzles of 8 or 10 pieces or more. Make puzzles out of pictures of your child's favorite things—dogs, cars, or football players. This will make putting the puzzle together even more fun.

Sewing: For dolls or doll houses, make blankets, rugs, and doll-clothes out of old cloth scraps. Stack two grocery boxes to make a simple doll's house.

You can make your own sewing cards. Draw a picture on cardboard, or cloth, then punch holes along the outline about one inch apart. Your child can stitch them with colored yarn.

Growing Things: Even if you live in the city, you and your child can have fun watching things grow. Plant seeds in a windowbox or flower pot. Water them each day. Lettuce, radish, and beans are all easy to grow.

Cooking: When you cook, let your child help you measure ingredients, mix and taste them, and scrape the pan. Have one dish that is your child's "special" dish, like "Tommy's pudding" or "Annie's lemonade," which your child can help you make or make by himself.

Resources

Printed Materials

Square Knots for Children, by June H. Campbell; 1972. Illustrates macrame projects developed through work with mentally, physically and multiply handicapped children in public schools. $3.95

Mafex Associates, Inc.
111 Barron Ave.
Johnstown, Pa. 15906

Craft Projects for Slow Learners, by Alfred Schmidt; 1968. Gives information on teaching crafts to slow learners as well as basic materials and supplies needed; 30 craft projects are illustrated. $7.50

The John Day Co., Inc.
257 Park Ave. S.
New York, N.Y. 10010

Arts and Crafts for Special Education, by Maryan T. Winsor; 1972. 100 ideas are grouped according to the month of the school year for which they are most appropriate. $3.25

Fearon Publishers
6 Davis Dr.
Belmont, Calif. 94002

Recipes for Fun, by Ann S. Cole and others; These 4 books contain activity ideas using recycled household materials in a step-by-step format. $2.50 each

Parents as Resources
464 Central
Northfield, Ill. 60093

Vegetable Soup Activities, by Mary and Ray Shepard; Gives dozens of crafts and games enjoyed by children around the world. $2.25

Scholastic Books
904 Sylvan Avenue
Englewood Cliffs, N.J. 07632

Naturecraft, by Carol Inouye; 1975. Introduces children to craft skills and also teaches them how to create new things and to explore nature. $5.95

Doubleday & Company, Inc.
Garden City, New York 11530

Films

Creative Crafts, by Ruby Niebauer Productions; 16mm, color, sound. These 3 short introductory films demonstrate how to make linoleum block prints, potato prints, and papier mache animals. Purch. $400 for 3 films; rent $6.50 each

BFA Educational Media
211 Michigan Ave.
Santa Monica, California 90404

Equipment and Materials

Pressblock. New kind of cutting block for creating block prints. No sharp tools needed; artist merely draws design on block with pencil, inks block, and inverts surface onto a piece of paper. $5.25 for 32 pieces

J & A Handy Crafts, Inc.
210 Front St.
Hempstead, N.Y. 11550

Model Metal. Art medium that is modeled like clay but hardens into metal. $1.50 tube

Boin Arts & Crafts Co.
87 Morris St.
Morristown, N.J. 07960

Other Craft Suppliers (ask for their free catalogs):

Magnus Craft Materials
304-8 Cliff Lane
Cliffside Park, N.J. 07010

Craft kits (beads, stitchery, wood, jewelry, tile, stained glass, felt)

S & S Arts and Crafts
Colchester, Conn. 06415

All types of craft kits; yarn; paint and drawing supplies; paper

Vanguard Crafts Inc.
2915 Avenue J
Brooklyn, N.Y. 11210

Craft kits (wood pipe cleaners, molds, baskets); primarily sell all kinds of craft supplies

Let's-Play-to-Grow

Joseph P. Kennedy, Jr. Foundation
1701 K Street, N.W.
Washington, D.C. 20006

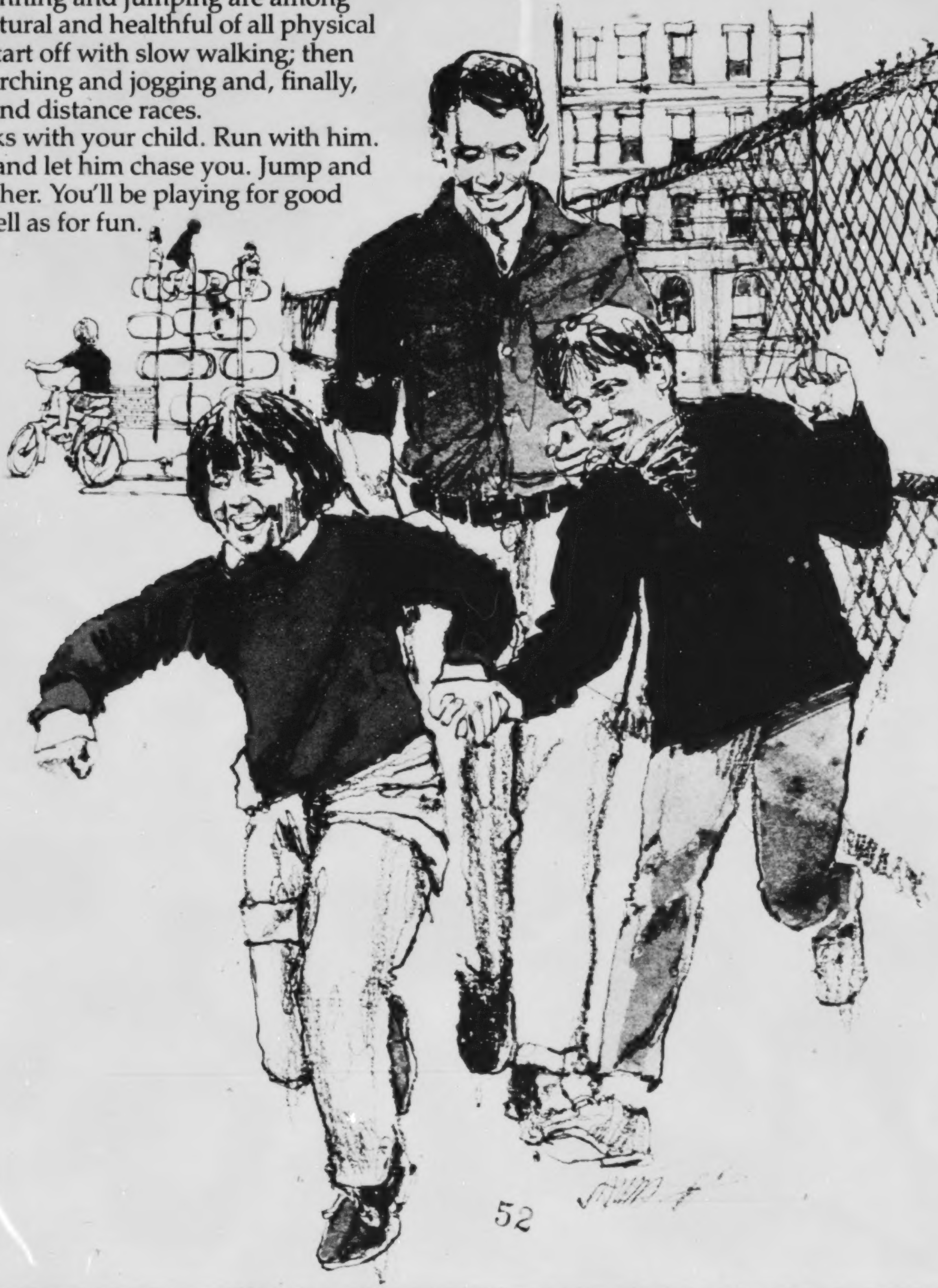
Let's-Play-to-Grow

Walking, Running, Jumping, and Fun with Ropes

Guide 4

Walking, running and jumping are among the most natural and healthful of all physical activities. Start off with slow walking; then move to marching and jogging and, finally, try sprints and distance races.

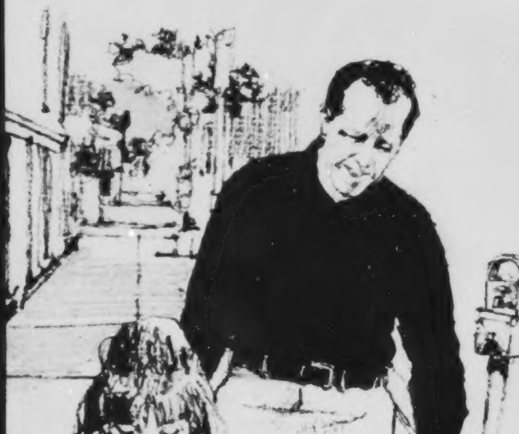
Take walks with your child. Run with him. Chase him and let him chase you. Jump and gallop together. You'll be playing for good health as well as for fun.

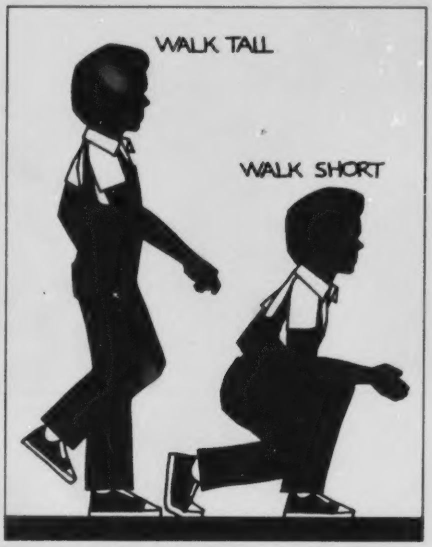


Take a Walk

What easier and more pleasant form of exercise is there than simply taking a walk?

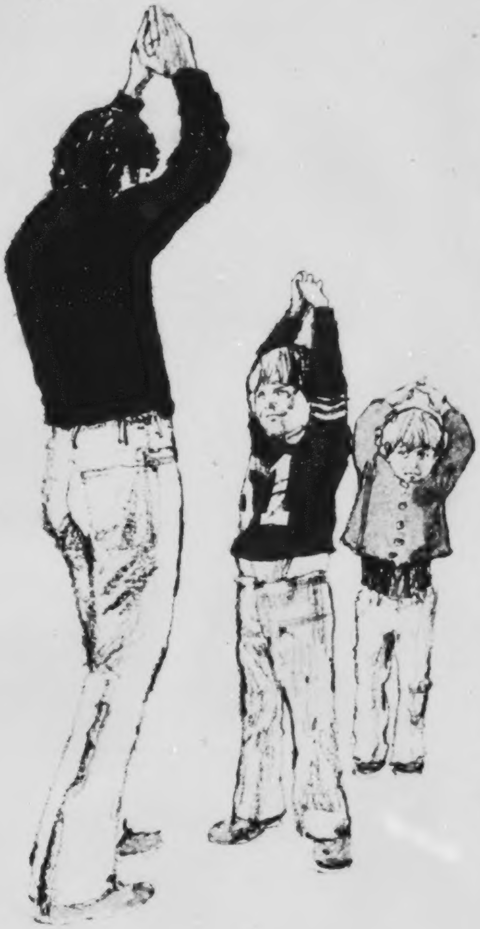
1. Walk around the block. Point out the parts of the body used in walking — the toes, feet, legs, calves, knees, arms.
2. Try different ways of walking. Walk in a straight line; on the sidewalk cracks and over them; sideways; with baby steps; with giant steps; on tiptoe; back on your heels; on the outside of your feet.





3. Walk like a bear; like an elephant; like a monkey! March in place. March slowly and quickly. Ask your child to tell and show you how many ways he can walk. Then, ask him to:
   - Walk as if he were happy (sad).
   - Walk very quietly.
   - Walk as if he were barefoot on a hot pavement.
   - Walk as tall as he can.
   - Walk as short as he can.
4. Play "Follow the Leader": In "Follow the Leader" each person must do whatever the leader does — run, walk, flap arms, gallop, etc.

Play Simon Says: In Simon Says, the leader says, "Simon says, walk very slowly," or "Simon says, walk backwards." If Simon gives a command without first saying "Simon says," and a player obeys the command, that person makes a mistake and becomes an "S." First person to become a "S-I-M-O-N" loses the game.



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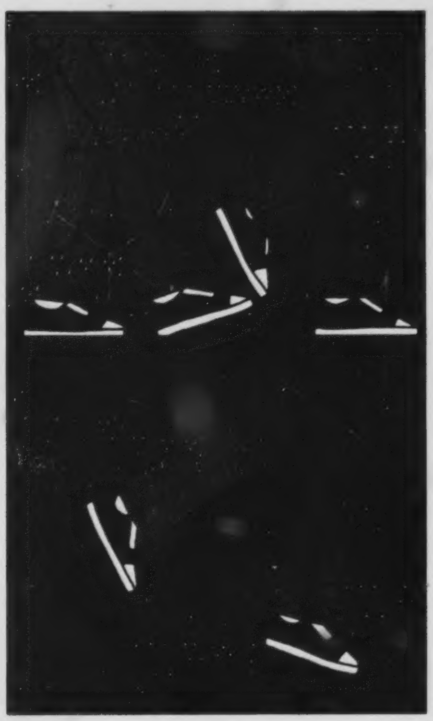
Walk, Jog, Run

Jogging and running are not just fast walking. A walker always has one foot on the ground, while a runner or jogger sometimes has both feet off the ground.

Show your child that in walking the heel hits the ground first, then the whole foot. In running, a runner is up on the balls of the feet.



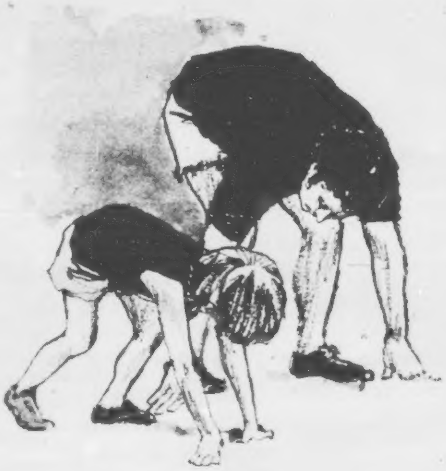
1. Have a *walking* race with your child, making sure one foot is always on the ground.
2. Move up into a very slow jog. Show how to move the arms with the legs.
3. Make up races in which the speed, direction and movement vary. Hop, skip, and gallop at different speeds. Travel forward; in a zigzag; backward.
4. Play "Follow the Leader" with as many members of the family or class as possible. Each person must do what the leader does. Do many different things at many different speeds.
5. As you jog, try different kinds of breathing. Breathe in and out through the nose, mouth closed. Breathe in and out through the mouth.
6. Mark off a fixed distance to run, like half a city block, or the distance from first to second base, or mark off a course of 25 to 50 yards. Run with your child. You can set a time goal. For example, say, "Let's see if we can run from here to (that tree; that fire hydrant) in the time it takes to count to twenty." Then, gradually reduce the count. After each successful finish in the time you set, give your child a small reward.

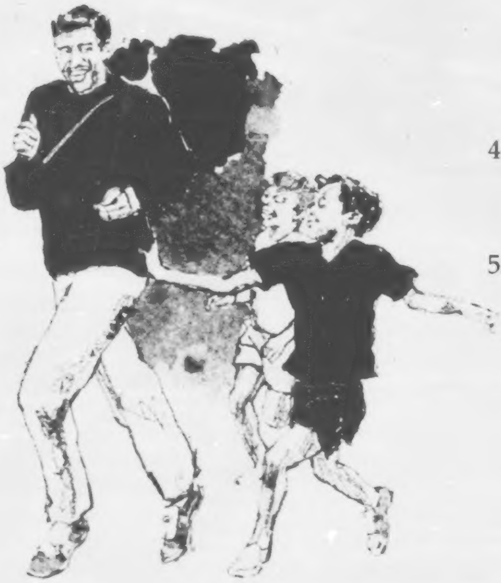
Run Regularly

For running to be a healthful activity it must be done regularly. Even if your child never runs especially fast, running can keep him (and you) in good condition for a lifetime.

And, of course, running is a basic skill in many popular games, as well as an important part of sports such as basketball, baseball, soccer, floor hockey, and touch football.

1. Set up a schedule of calisthenics and warm-up activities such as running in place and jogging. Increase distance and speed as your child's skill increases.
2. Organize games of tag, chase, dodgeball—any games in which running is required. Relay races and "fun" races like Potato races and "Three-legged" races (See Play Guide 5) are especially good because they take the pressure off your special child to be the "star performer."



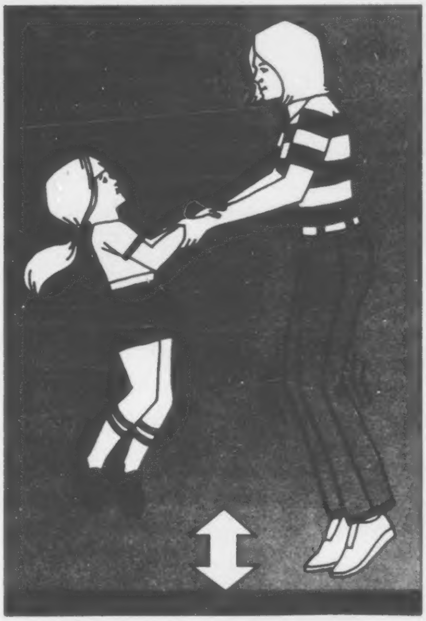


3. When your child is ready to take part in real running races, work on the more formal techniques of foot racing. Walk around a track and explain the kinds of running events that take place there. Point out the lanes, the starting line, the finish line. Explain about the starting signal. Go to a local track meet so your child can see how races are run. Coach him in racing starts and finishes.
4. Check out school and community park and recreation programs for track meets suitable for your child.
5. Find out what special sports programs are available in your community such as Special Olympics, Junior Olympics, sports programs for the deaf, blind or wheelchair bound.

Jumping is Fun

In jumping, both feet leave the ground at the same time. Some special children find this skill difficult to learn. But once it is learned, it is wonderful fun and gives us an experience that is the nearest we have to flying.

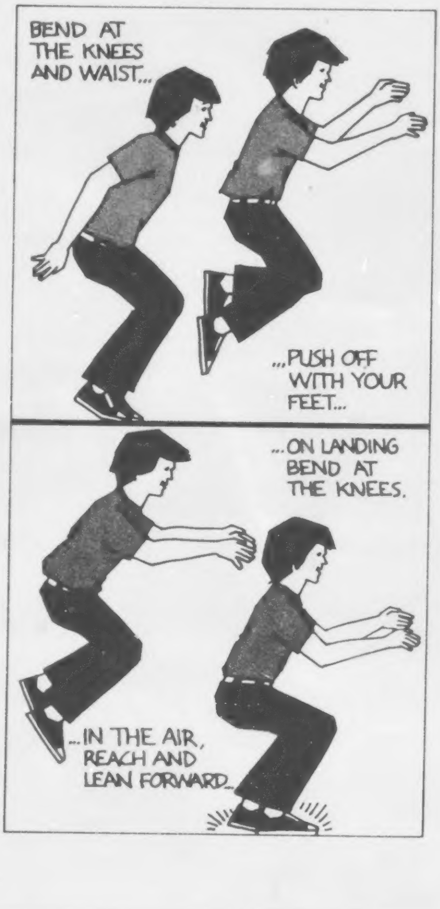
Jumping into the air from both feet is the simplest jump. From this basic skill, the jumper can go on to the more advanced activities of high jumping and long jumping.



Begin by jumping up and down with your child while holding his hands. Then move on to jumps from a low platform such as a stair. Jump down from the platform and then back up onto the platform.

When up and down standing jumps are learned, show your child how to jump forward and backward from a standing position. Use a rope or chalk line to create a goal for distance. Then add the following movements which are used in the regulation standing long jump at school or in programs like Special Olympics.

a. From a standing position slowly bend at the knees.
b. Bend at the waist.
c. Swing arms back and forth four or five times until ready to jump.
d. Straighten the knees and waist as the arms go forward and upward and the feet push off the ground hard and fast.
e. In the air, reach forward with the hands and lean forward with your body.
f. On landing, bend at the knees and waist; extend arms forward, to avoid falling back.


BEND AT THE KNEES AND WAIST...
...PUSH OFF WITH YOUR FEET...
...ON LANDING BEND AT THE KNEES.
...IN THE AIR, REACH AND LEAN FORWARD...

Running Jumps

Think about it. Running is no more than a series of jumps made from one foot after the other. To do the running high jump, or the running long jump the child simply runs and makes his last step longer and higher than the rest. In learning long jumping or high jumping, it is helpful to begin by running and jumping over obstacles. Begin by jumping over sticks or cracks in the sidewalk. A rope held at one end by a parent or instructor can get your child started on the high jump. Begin with the rope held only a few inches from the ground. Raise it as your child's skill develops.

Long Jump (Broad Jump)

The point of the running broad jump is to jump out as far as you can. The child runs to the take-off point or jump line. He steps hard on the take-off point and throws his body forward extending his legs as far in front of him as possible. His hands are outstretched and when he lands he falls forward.

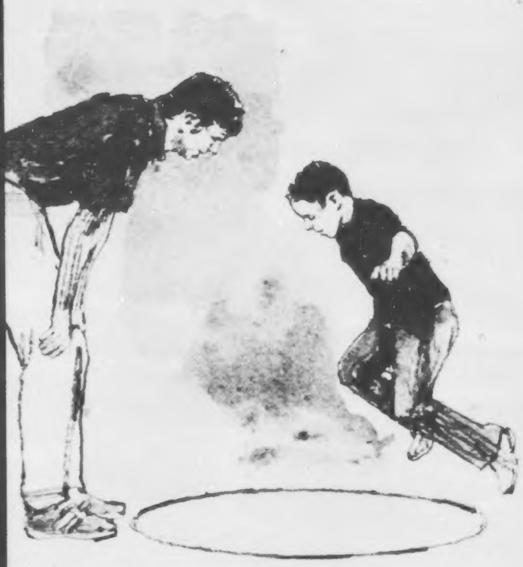
High Jump

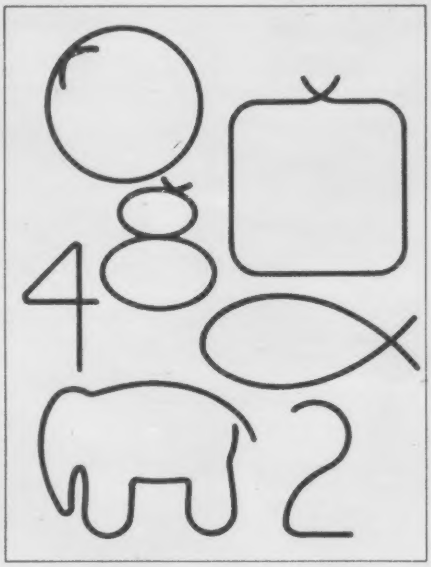
There are many ways of clearing the high jump bar. A coach or experienced high jumper should assist in teaching this skill.

Fun with Ropes

With jump ropes or short lengths of clothes line, (5 or 6 feet) you can play games and make pictures to run around or jump through. These are enjoyed particularly by younger children.

1. Rope Circles
Make a circle with the rope. Have your child stand in front of the circle. Say, "Jump into the circle." Then, "Jump back outside the circle." "Jump into the circle." "Jump left." "Jump right." "Run around the circle."





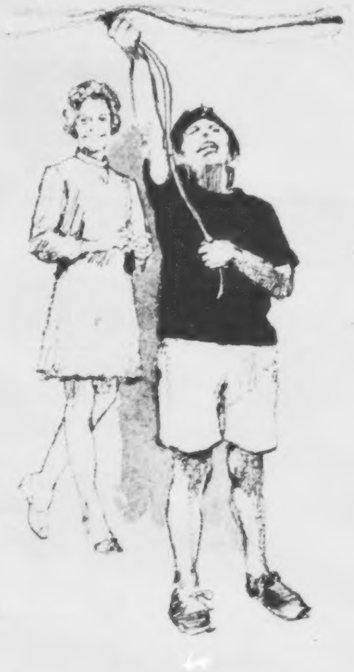
2. Rope Pictures
Have your child make different shapes with the rope.

- a. A square.
- b. A mountain.
- c. A river.
- d. A lake.
- e. Numbers.
- f. An animal.
- g. Imaginary shapes.

Then jump over or run around the shapes. Say to the child: "Jump over the mountain." Climb up the mountain but keep your feet on the rope." "Run around the lake." "Jump over the lion." "Run away from the snake." "Jump in the river."

3. Rope Games (with classmates, brothers, sisters, friends).
Hold one end of the rope in each hand. Spread hands until rope is stretched tight. Then:

- a. Hold rope overhead. Then to the sides, right and left. Lean down until hands touch toes. Then back overhead. Stretch back as far as you can.
- b. Hold one end of the rope. First with the right, then with the left hand. Pretend you're a lion tamer and the rope is your whip. Whip the lion. Hit the ground as hard as you can. Be a cowboy and twirl the rope in big circles like a lasso.

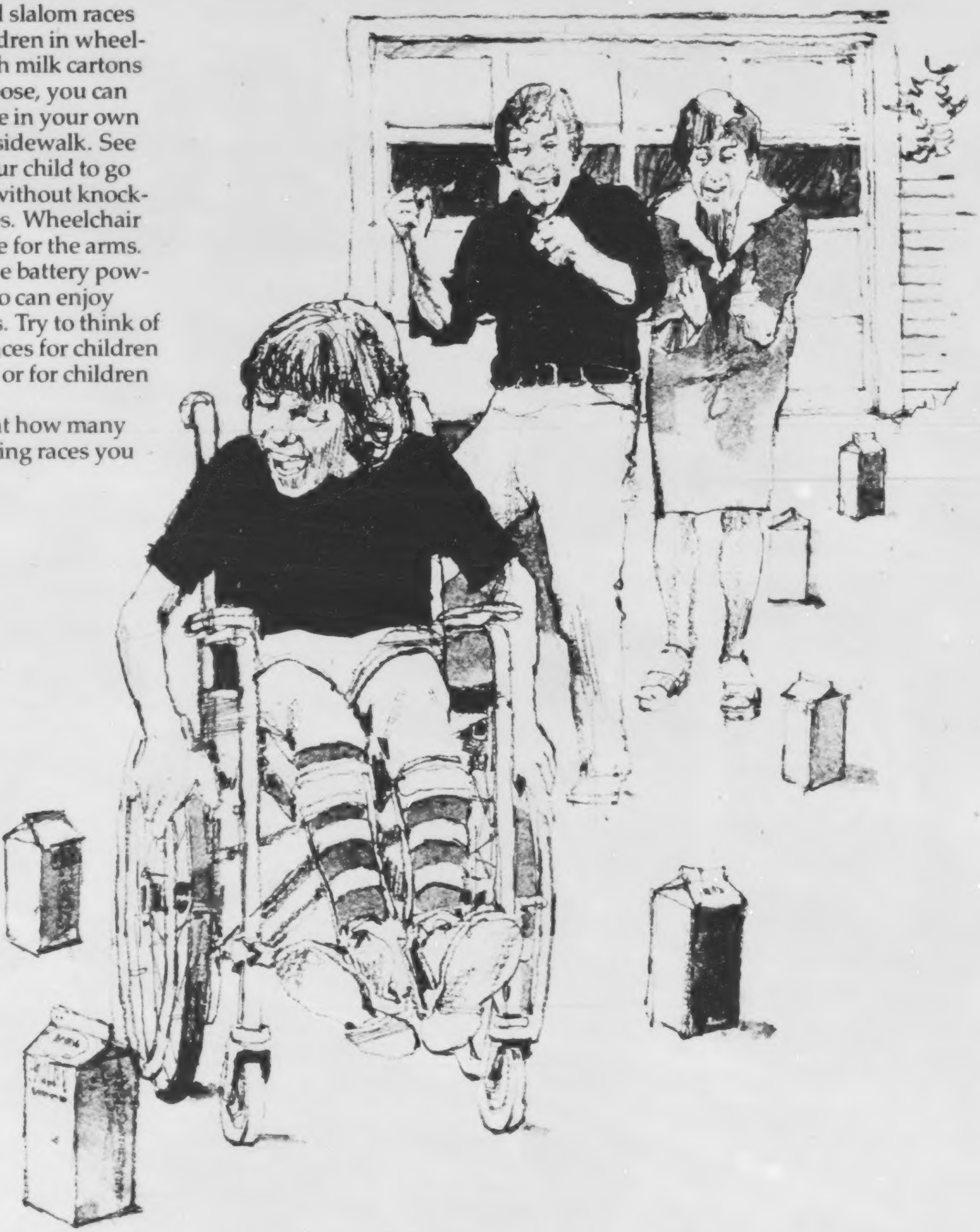


- c. Throw the rope in the air and catch it. With one hand. With two hands.
- d. Throw the rope ahead of you and run and catch it.
- e. Each take one end of the rope and run straight ahead. Run in circles. Hold rope over your heads. Keep rope stretched tight.

Your Very Special Child

Sprints, obstacle and slalom races are great fun for children in wheelchairs or braces. With milk cartons or whatever you choose, you can make a slalom course in your own driveway, or on the sidewalk. See how long it takes your child to go through the course without knocking over the obstacles. Wheelchair racing is fine exercise for the arms. Youngsters who have battery powered wheelchairs also can enjoy these exciting events. Try to think of variations of these races for children who are on crutches or for children who are blind.

You'll be amazed at how many interesting and exciting races you come up with.



Resources

Printed Materials

Both the American Medical Association and the President's Council on Physical Fitness and Sports publish guidelines for jogging and running programs. Contact them for information.

The President's Council on Physical Fitness and Sports, Washington, D.C. 20201

The American Medical Association
535 North Dearborn St.
Chicago, Ill. 60610

Of specific interest are the Committee on Exercise and Physical Fitness and the Committee on Medical Aspects of Sports.

Records

Learning About Me and the Way I Move, by Lou Stallman; 33⅓ rpm, 1 disc. Such titles as "Walking", "Running", "Skipping", "Stretching and Wiggling" encourage development of locomotor skills. $6.50

Stallman Educational Systems, Inc.
P.O. Box AL
Roslyn Heights, N.Y. 11577

Films

Rope Skipping: Basic Steps, Martin Moyer Productions; 16 mm, color, sound, 16 min. Describes and demonstrates variety of skipping steps. Inquire about rental, purch. $210.

Martin Moyer Productions
900 Federal Ave. East
Seattle, Washington 98102

Let's-Play-to-Grow

Joseph P. Kennedy, Jr. Foundation
1701 K Street, N.W.
Washington, D.C. 20006

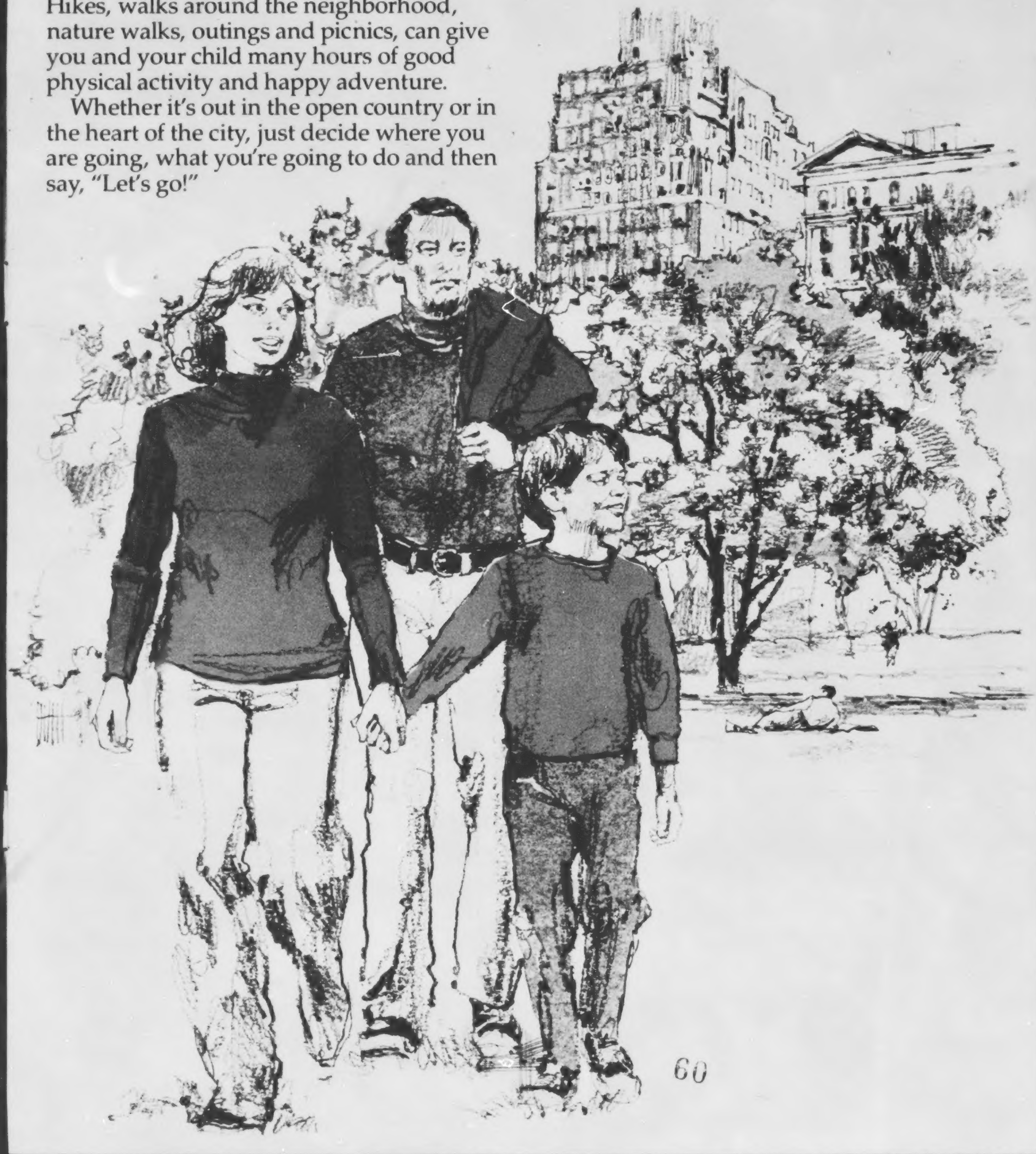
Let's-Play-to-Grow

Fun Outdoors: Hiking, Camping, Picnics

Guide 5

Hikes, walks around the neighborhood, nature walks, outings and picnics, can give you and your child many hours of good physical activity and happy adventure.

Whether it's out in the open country or in the heart of the city, just decide where you are going, what you're going to do and then say, "Let's go!"

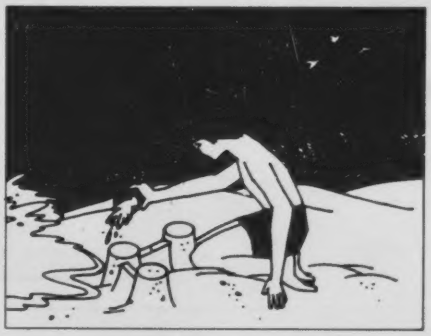


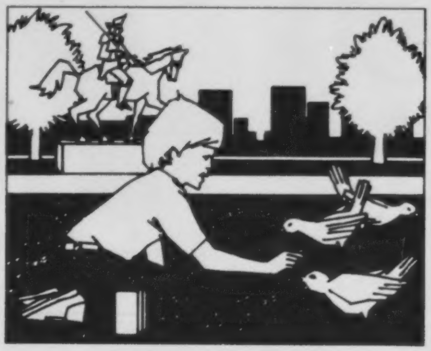
Pointers

1. On a walk, a drive or a camping trip, always mix fun, challenge, excitement, movement. Change activities every half hour or hour so your child will not become bored or restless. For example, say: "We will walk exactly twenty minutes." Or, "We'll stop for a drink at the half-way point."
2. Set easy time and distance goals for walks or hikes. If you are not sure just how far and how long your child can travel, keep your first hikes close to home. You can make sure outdoor activities are going to be fun by planning ahead.
3. If you're walking in a line, put your special child in the middle or at the head of the line. Put one parent at the rear. In this way you'll be letting your child set the pace.
4. Wear the right clothing. Never hike barefoot. (Sneakers are okay for short walks in the summer.)
5. Bring along hard candy, a soft drink, fruit, or animal crackers.
6. Play games as you go. Make believe you're trains, trucks, animals. Tell stories. And sing! It keeps up the pace and adds to the fun.
7. In the park or on a quiet country road—make believe you're a great athlete in training and do some "roadwork" by jogging 100 yards, then walking, then jogging. Repeat until you're tired of "training."

City Hiking

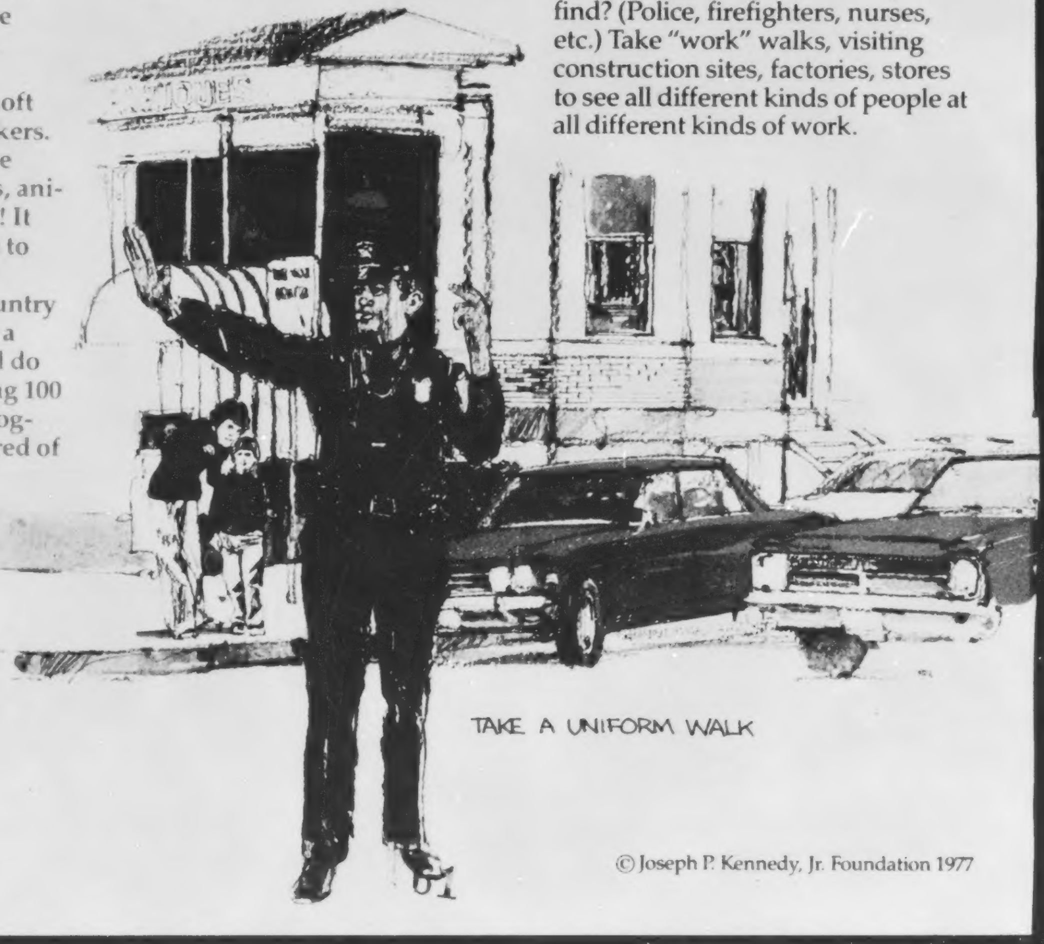
Hiking doesn't have to be in the country. In town, it can be a walk around the block to a museum, a playground, or the house of a friend.





It's especially fun to head for the water. Most cities have places where there is water—a fountain, a lake in a park, a waterfront where there are ships loading and unloading. Another treat is to walk through the zoo. But you can be on the lookout for animals wherever you are: how many dogs, cats and pigeons can you find on a walk around the block? How many squirrels can you see in the park?

Take walks with different themes. Take a transportation walk and see how many different kinds of things on wheels you can spot. Take rush hour walks and then lazy day walks. Take "uniform" walks—how many different uniforms can you find? (Police, firefighters, nurses, etc.) Take "work" walks, visiting construction sites, factories, stores to see all different kinds of people at all different kinds of work.



TAKE A UNIFORM WALK

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Back to Nature

Take a nature walk. Where you're going isn't as important as just being outdoors. Don't think nature is just in the country — even in the city there are parks and clouds, the sun, birds, animals, trees and grass.

A good Let's-Play-to-Grow nature walk sharpens the senses:

Listen! How many sounds can you hear? Can you tell what is making the sound? Is it a bird? A truck? A train? What kind of bird is it? Do you hear the water? Is that a dog or a cat?

Feel! The bark of the birch tree feels like paper. How do the pine needles feel? Is the stream warm or cold? Does this leaf feel the same as that one? Feel the brick. Feel the stone.

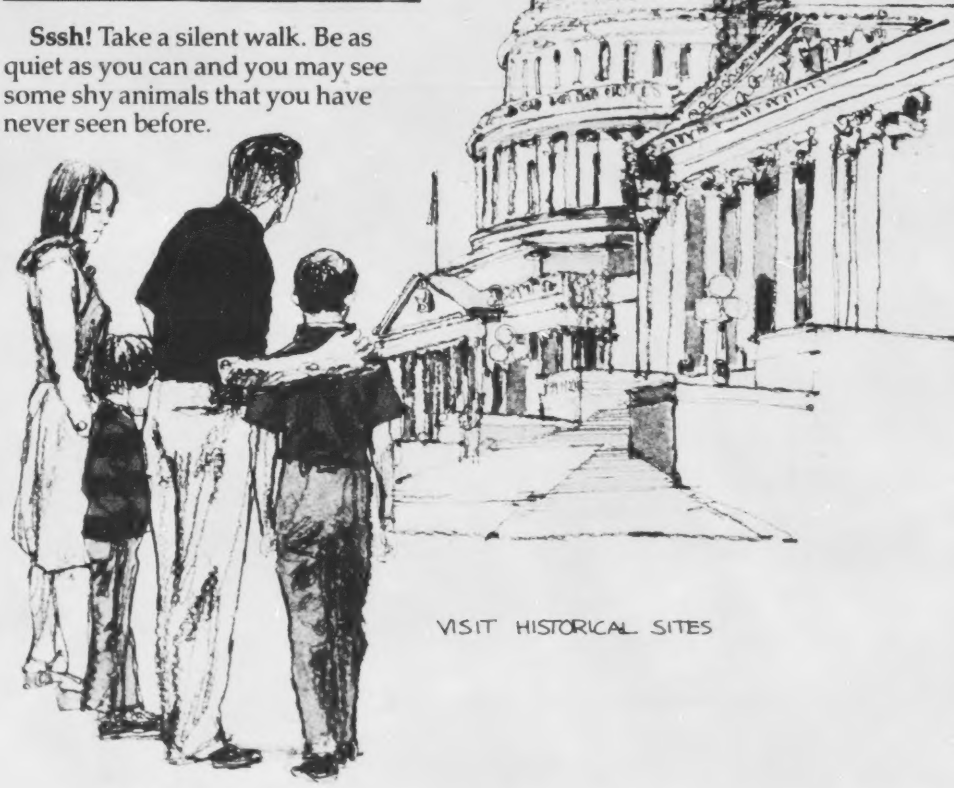
Sniff! What do you smell? Do you know what that smell is? Where is that smell coming from — The car? The bakery? The flower?

Look! Take a magnifying glass with you. Look at leaves, pine needles, flowers "close up." Count as many different kinds of trees as you can. Take along pictures of things to look for. Can we find a squirrel that looks like the squirrel in the picture?

Sssh! Take a silent walk. Be as quiet as you can and you may see some shy animals that you have never seen before.

Getting There

Whether you're going away for a day or a week, make getting there part of the fun and excitement. If you're driving, play games in the car. Who can see the most station wagons? "Beetle" automobiles? Vans? Campers? Animals? Bring along coloring books. Sing songs. Stop every 2 or 3 hours. Plan in advance to take a swim, have a picnic, stop for ice cream, visit a special place like a historic building or an amusement park.

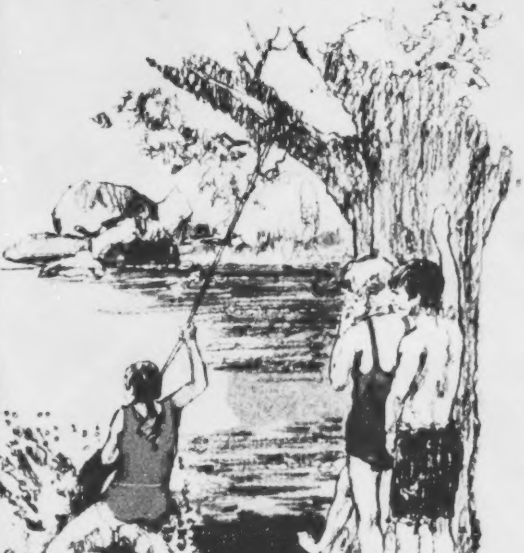


VISIT HISTORICAL SITES

Being There

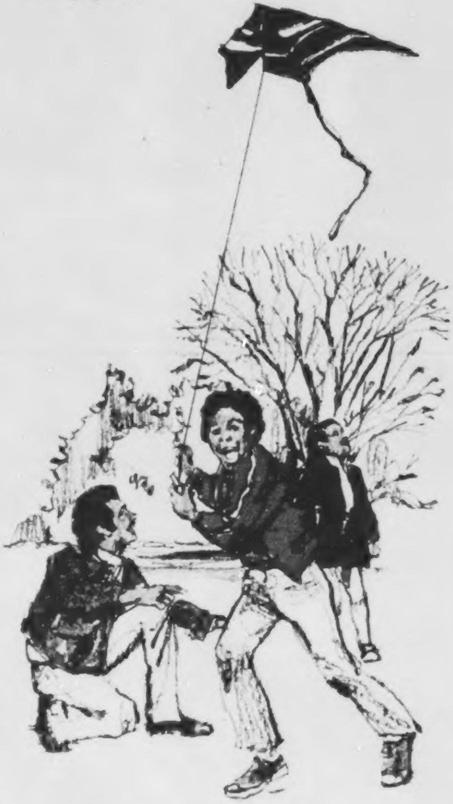
If you're going camping, plan a trip that has variety in activities or interesting places to visit. Visit the birthplace of a President, writer, great athlete; explore a famous battlefield, an old church; historical restorations like Williamsburg, Va., Mystic, Conn., Sturbridge, Mass., Dearborn, Mich., Springfield, Ill. There are exciting places in almost every state. Take a trip through a candy factory, a newspaper plant, a firehouse, a museum.

In everything you do, don't let things go stale. Swim where there's a current or a waterfall to walk behind. Bring along an old tire or inflated inner tire tube on a long rope. Throw one end over a sturdy tree branch. Let your special child discover that he can swing out on it, and jump from it into the water. Let him float on the tube as you hold the rope and move it back and forth. Find a lake where there are boats to rent or borrow. Have water fights and races. Your special child will be able to do what his brothers and sisters do. And *they* will see how many things he can do as well as they.



Games to Play

Don't just sit around the campsite. There are wonderful games to play in a field or a clearing, on a beach or a city park.

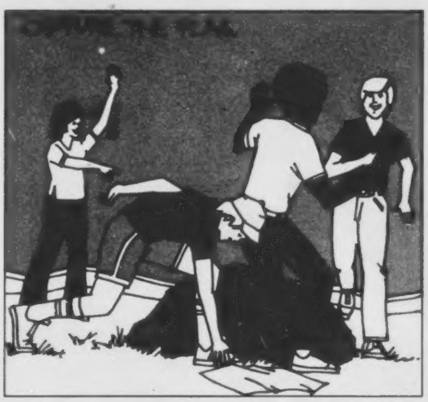


Kite Flying
A simple wood and paper kite with a cloth tail is good for hours of fun. Bring more than one and have a kite flying contest. Whose kite can stay up the longest? Whose can fly highest? Whose can do the best tricks without falling?

Frisbee
Always take along a couple of frisbees for quick exercise and fun.

Chase One–Chase All
One person is "it." He chases and tags as many players as he can. They become his partners and try to catch the others. Last person to be tagged wins.

Capture the Flag
Make up 2 teams. Divide the field across the middle with a rope on the ground. At each end of the field put a flag, jacket or any small, light object. Each team tries to capture the other's "flag" and return it to its own half of the field without being tagged. If one person reaches the other team's flag he can stay there safely until he tries to bring it back without being caught. Team members who are tagged must wait at the "enemy" flag until one of their own team frees them by tagging them. The team which captures the flag wins.



Red Rover
Players line up in a row. The "Catcher" stands in front of them. He says "Red Rover, Red Rover, all come over." They run to the other side of the field trying to avoid getting caught. Those who are caught become "Catchers," too. Players not caught continue to run from one side to the other when "Red Rover" is called until the last person is caught. Red Rover also can be played in a lake or pool.

Tag
There are a hundred different kinds, all fun, such as stoop tag (you can't be caught if you stoop down fast), two-handed tag (you must tag with both hands), hopping tag (everybody hops), etc.

Hide and Seek

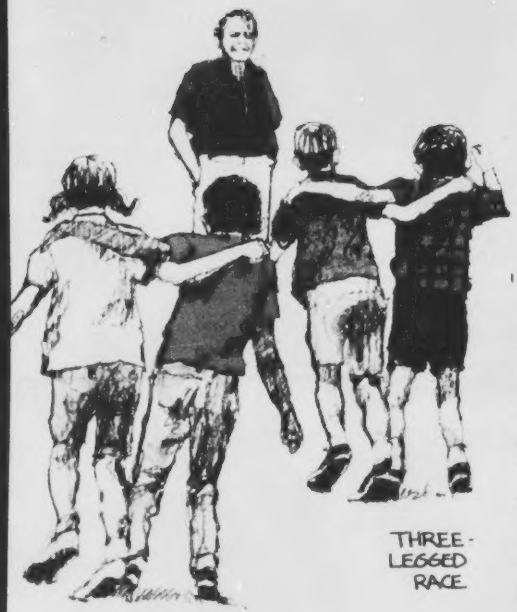
Everyone knows this game.

Giant Steps

The person who is "It" stands at the "Goal." The other players face him about 20 yards or so away. "It" says to one of the players, "Sally, you may take 5 (or any number) (baby steps, jumping steps, backward steps, sideways steps, etc.)" The player named must ask, "May I?" and get permission before obeying the command. If "Sally" fails to say "May I," she must return to the starting line. When one player gets close enough, he taps "It" and they all run back to the starting line. Any player who is tagged as they run back becomes "It" and the game goes on.

Three-Legged Races

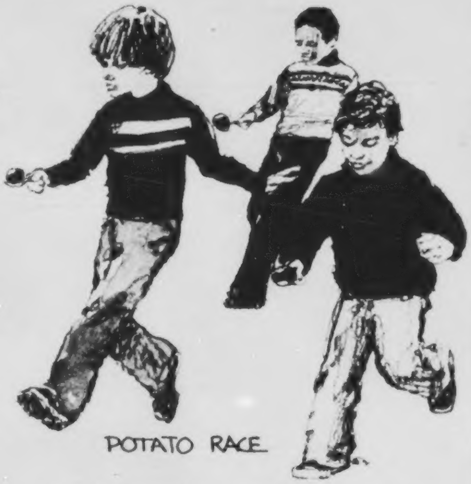
Two players make a team. They stand side by side, and their touching legs are tied together with a belt or rope. Then, on the signal "Go" they race the other teams from starting line to finish line 25 to 100 yards away. First team to cross the finish line wins.



THREE-LEGGED RACE

Potato Race

Each player is given a tablespoon and a potato (hard boiled egg, spool, stone or some other small object). The "potato" is placed in the spoon. At the signal "Go" each child runs around an object or person placed 25 to 50 yards away. If he drops the potato, it must be scooped up before he can continue. The first player back to the starting line with his potato wins. This can also be made into a relay race.



POTATO RACE

In addition to these active games, there are quieter favorites like:

Charades

Each player acts out for the others, without talking, a simple nursery rhyme like "Mary had a little lamb" (the more concrete the saying the better), a slogan like "Finger Licking Good," a television program title like "6 Million Dollar Man," a person in the group, or a song title like "Old MacDonald Had a Farm," etc. Three minutes are allowed for the name to be guessed. Whoever can act it out so that the others get it in the shortest time, wins.

Story Games

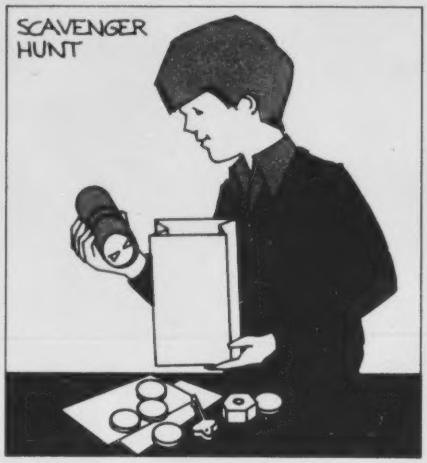
One child starts a story. "Once upon a time there was a . . . " The next person must continue, stopping at the end of one or two sentences. Each person adds to the story in turn until one decides to finish it.

Hot and Cold

For younger or more severely handicapped children. Hide an object either indoors or out, with child shutting his eyes or away from game site. Child then tries to find it. As he moves nearer or farther away from it, other players say "Getting warmer," "Colder," "Hot" or "Very hot" until object is found.

Scavenger Hunt

In the city or country alike this game is fun for the whole family. Each player is given a paper bag and a list of 5 or 10 familiar objects (like bottle cap, hair ribbon, leaf, pine cone, white stone, can, signature of a policeman, etc.). The winner is the player who can go out and find the most objects on the list within the 20 to 30 minute time limit.



SCAVENGER HUNT

Day's End

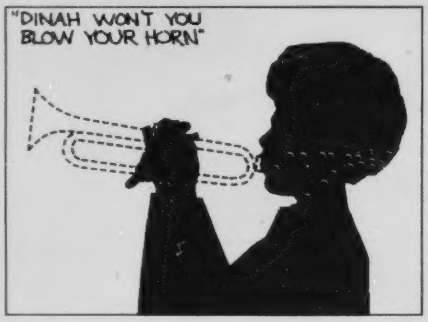
The end of the day of your hiking or camping trip should be relaxing and fun. Cook out. It's easy over a wood fire, over Sterno, or on a barbeque grill. Just stick to simple foods like hot dogs and hamburgers, and don't forget the marshmallows! All children love them—and they will love *you* for letting them roast the marshmallows by themselves—on a long stick.

After you've eaten, especially if you're camping out, sit around the fire and tell stories or sing songs that everyone knows. If you've brought along someone who can play the guitar, harmonica, or banjo, so much the better. Make your last song, "Good Night, (Name of your special child)" to the tune of "Good Night, Ladies" and get to bed early, so you will all be ready for another action-packed day ahead.

There's nothing like a good old-fashioned sing-along to make everyone happy. Here are a few favorites:

He's Got The Whole World In His Hands

He's got the whole world in his hands.
He's got the whole world in his hands.
He's got the whole world in his hands.
He's got the whole world in his hands.
He's got the mommas and the papas in his hands.
He's got the mommas and the papas in his hands.
He's got the mommas and the papas in his hands.
He's got the whole world in his hands.
He's got (your child's name) in his hands.
He's got (your child's name) in his hands.
He's got (your child's name) in his hands.
He's got the whole world in his hands.


"DINAH WON'T YOU BLOW YOUR HORN"

I've Been Working On The Railroad

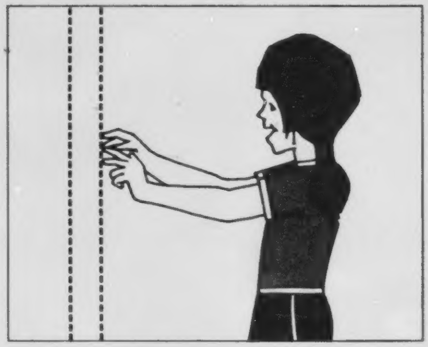
I've been working on the railroad
All the live long day.
I've been working on the railroad
Just to pass the time away.
Can't you hear the whistle blowing
Rise up so early in the morn.
Can't you hear the captain shouting
"Dinah blow your horn."
Dinah won't you blow
Dinah won't you blow
Dinah won't you blow your horn, your horn?
Dinah won't you blow
Dinah won't you blow
Dinah won't you blow your horn?
Someone's in the kitchen with Dinah
Someone's in the kitchen I know
Someone's in the kitchen with Dinah
Strumming on his old banjo.
He goes:
Fee, fi, fiddle de-I-o
Fee, fi, fiddle de-I-o, ho, ho, ho
Fee, fi, fiddle de-I-o,
Strumming on the old banjo.

Ten Bottles Of Milk On The Wall

There's ten bottles of milk on the wall, on the wall.
There's ten bottles of milk on the wall.
We take one down
And we pass it all around
There's nine bottles of milk on the wall.
There's nine bottles of milk on the wall, on the wall.
There's nine bottles of milk on the wall.
We take one down
And we pass it all around
There's eight bottles of milk on the wall.

Keep going until all the milk is gone and there are "*No* bottles of milk on the wall."

Eentsie, Weentsie Spider
(Act out with hands while singing)



The eentsie, weentsie spider climbed up the water spout.
The rain came down and washed the spider out.
The sun came out and drove away the rain
And the eentsie, weentsie spider climbed back up again.

Old MacDonald Had A Farm

Old MacDonald had a farm
Eei, Eei, O.
And on this farm he had a cow
Eei, Eei, O.
With a moo-moo here and a moo-moo there.
Here a moo, there a moo, everywhere a moo-moo
Old MacDonald had a farm
Eei, Eei, O.
And on this farm he had a goat
Eei, Eei, O.
With a baa-baa here, and a baa-baa there
Here a baa, there a baa, everywhere a baa-baa
Moo-moo here, moo-moo there
Here a moo, there a moo, everywhere a moo-moo
Old MacDonald had a farm
Eei, Eei, O.
And on this farm he had a (cat, lamb, dog, pig, etc.)

Keep going as above, starting back at "moo-moo" and going through all the noises each time until you are ready to stop.

Take Me Out To The Ball Game

Take me out to the ball game.
Take me out with the crowd.
Buy me some peanuts and cracker-jacks,
I don't care if I never get back.
Let me root, root, root for the home team
If they don't win it's a shame,
For it's one, two, three strikes you're out
At the old ball game.

This Land Is Your Land

This land is your land,
This land is my land,
From California
To the New York Island,
From the redwood forest,
To the Gulf Stream waters,
This land was made for you and me.

When The Saints Go Marching In

Oh, when the saints go marching in.
Oh, when the saints go marching in.
Lord, I want to be in that number,
When the saints go marching in.

If You're Happy And You Know It

If you're happy and you know it
Clap your hands. (clap-clap)
If you're happy and you know it
Clap your hands. (clap-clap)
If you're happy and you know it
Then your life will surely show it
If you're happy and you know it
Clap your hands. (clap-clap).
(For other verses: stamp your feet; shout hurray; do all three.)

More Songs For The Campfire:

I Believe In Music
The Hokey Pokey
Do, Re, Mi
Puff, The Magic Dragon
Michael Row The Boat Ashore
I Got Shoes
John Jacob Jingleheimer Smith
You Are My Sunshine
She'll Be Comin' Round The Mountain

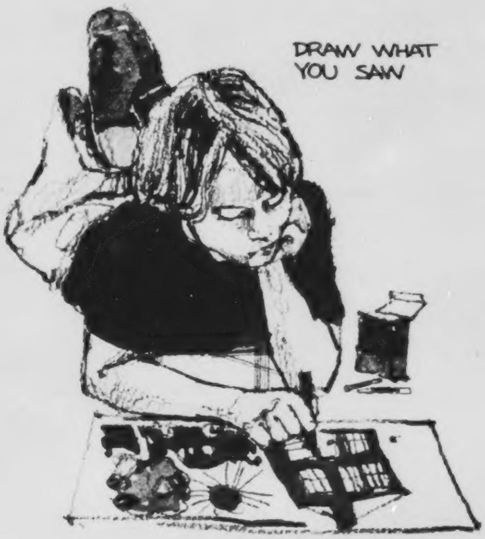
Goodnight, (Jenny)

Goodnight, (Jenny)
Goodnight, (Jenny)
Goodnight, (Jenny)
It's time to go to bed.
Merrily we roll along, roll along, roll along
Merrily we roll along
And we'll all have fun tomorrow.

Home Again

When you get home, take turns telling what you saw and what you liked best. Imitate the animals you saw. Tell what you did when you reached your destination. Draw pictures of what you saw and did.

Plan your next hike! And don't forget to have your child thank the people who made the last hike fun.



Resources

Printed Materials

A Child's Garden: A Guide for Parents and Teachers; 1974. Gives many suggestions for gardening activities indoors and out. Activities, experiments, and explorations range from simple to complex. 50¢

Public Relations
Chevron Chemical Co.
P.O. Box 3744
San Francisco, Calif. 94119

Pebbles and Pods: A Book of Nature Crafts, by Goldie Traub Chernoff; Presents simple handicraft projects that use materials easily found in nature. 95¢

Scholastic Books
904 Sylvan Ave.
Englewood Cliffs, N.J. 07632

Golden Audubon Primers; on birds, seasons, and the forest environment (preschool through primary levels). $3.95 each

Golden Books
Western Publishing Co., Inc.
150 Parish Dr.
Wayne, N.J. 07470

For additional books, charts, and aids to learning about nature and for suggested nature activities contact:

National Audubon Society
950 Third Avenue
New York, N.Y. 10022

Camp Confidence
Brainerd, Minnesota 56401

Bureau of Outdoor Recreation
U.S. Dept. of the Interior
Division of Cooperative Services
Washington, D.C. 20240

Equipment

Activity Bike. Simple riding toy for children not yet coordinated enough to pedal; propelled by scooting action using legs. $21.95

Childcraft Education Corp.
20 Kilmer Rd.
Edison, N.J. 08817

Special Pedals. Attached to regular pedals of bicycles or tricycles these prevent child's feet from slipping off; constructed of wood with leather heel supports and straps. $16.40

J. A. Preston Corp.
71 Fifth Avenue
New York, N.Y. 10003

Tricycle Body Support. Attaches to regular tricycle frame to enable children with poor balance to enjoy tricycle activities. $15.25

J. A. Preston

Buddy Bar. Attachment that joins 2 bicycles side by side allowing weak, unskilled, or visually impaired persons to ride accompanied by unimpaired buddies. $39.95

Funway, Inc.
13930 Stansbury
Detroit, Michigan 48227

Let's-Play-to-Grow

Joseph P. Kennedy, Jr. Foundation
1701 K Street, N.W.
Washington, D.C. 20006

Let's-Play-to-Grow

Fun in the Water

Guide 6

It is important for your special child to feel at home in the water, to feel safe in it and enjoy it. But remember, never leave a child alone in the water. Introduce your child to fun in the water with these Let's-Play-to-Grow activities, always stressing the very firm safety rules that must be followed.

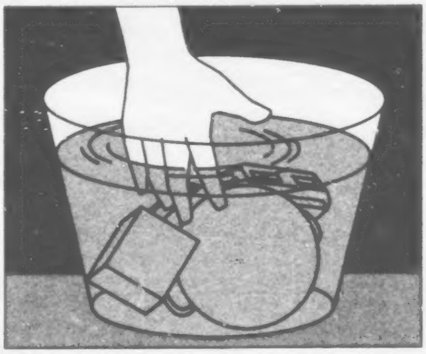
Pointers

1. **Establish what the safety rules are, repeat them often, and never vary them.**
2. **Never leave a child alone in a pool or tub.**
3. **Never use glass or anything else that might shatter near a tub or pool.**
4. **Don't rush—let your child move ahead at his own pace and enjoy each step along the way.**
5. **Never hold your child's head under water.**
6. **Never "let go" if your child doesn't want or expect you to.**

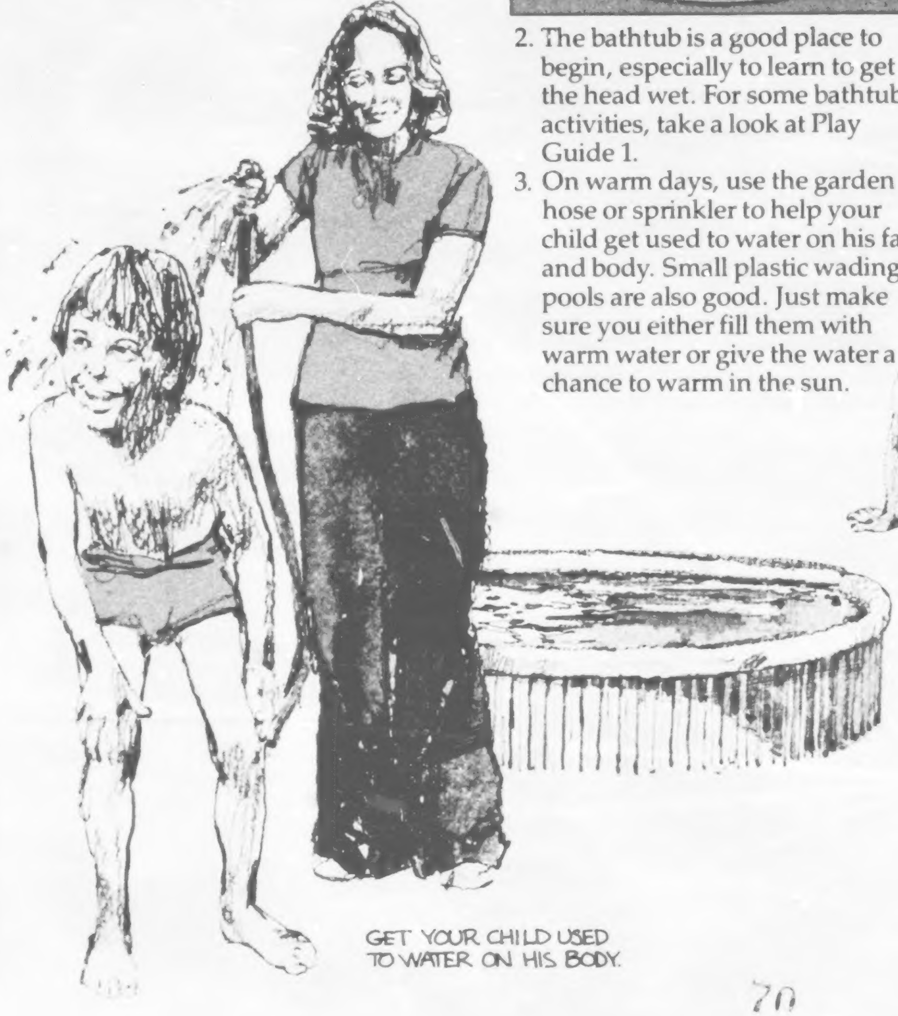
Getting Ready

Before we think about swimming, let's get used to the water:

1. Use buckets of water for finger play. Reach into them for objects dropped to the bottom.



2. The bathtub is a good place to begin, especially to learn to get the head wet. For some bathtub activities, take a look at Play Guide 1.
3. On warm days, use the garden hose or sprinkler to help your child get used to water on his face and body. Small plastic wading pools are also good. Just make sure you either fill them with warm water or give the water a chance to warm in the sun.

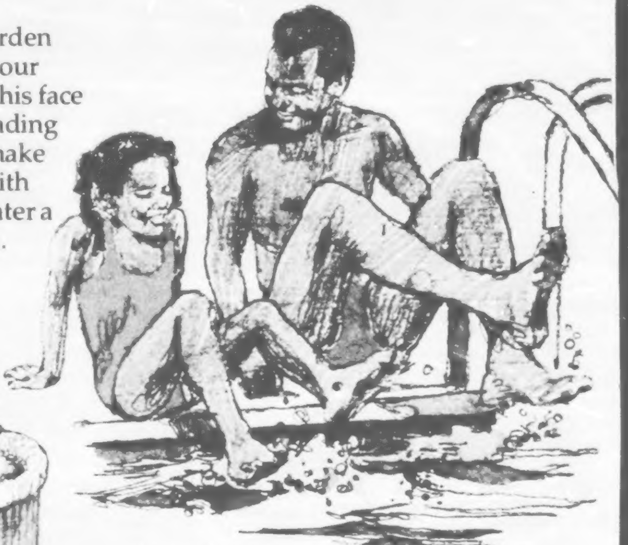


GET YOUR CHILD USED TO WATER ON HIS BODY.

4. When your child is comfortable in the water, take him to a pool. If you have a choice, a pool with steps into the water is better than one with ladders. Don't rush! Go at your child's own pace.

At the Pool

1. Take a warm shower together to get used to the feeling of being wet. Let your child bring a favorite bathtub toy, sponge or wash cloth into the shower to make him feel more secure.
2. Show your child the shallow and deep ends of the pool.
3. Sit at the shallow end and splash with your feet.
4. Splash gently and then harder. Make up splashing games. Who can splash the most? Who can splash the farthest?



SPLASH WITH YOUR FEET!

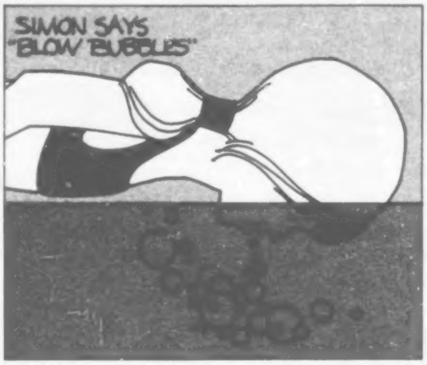
5. Practice breath-holding, out of the water. Count to ten, to twenty, to thirty.
6. Face in the water, blow bubbles like a motor boat. Ask your child to do it. See who can blow the longest.

Fun and Games

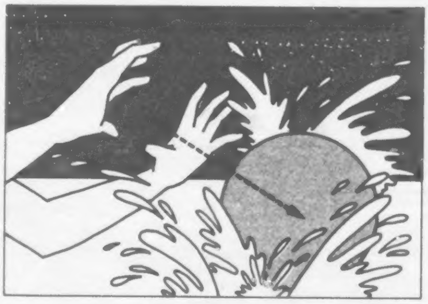
Even before your child learns to swim, there are many games which will help get him used to being in the water. Think of how you can adapt to the water the games you enjoy on land. Try:

Follow the Leader
Stand in the water and go through a series of walking, splashing, ducking, floating and kicking motions. Each person must do what the leader does.

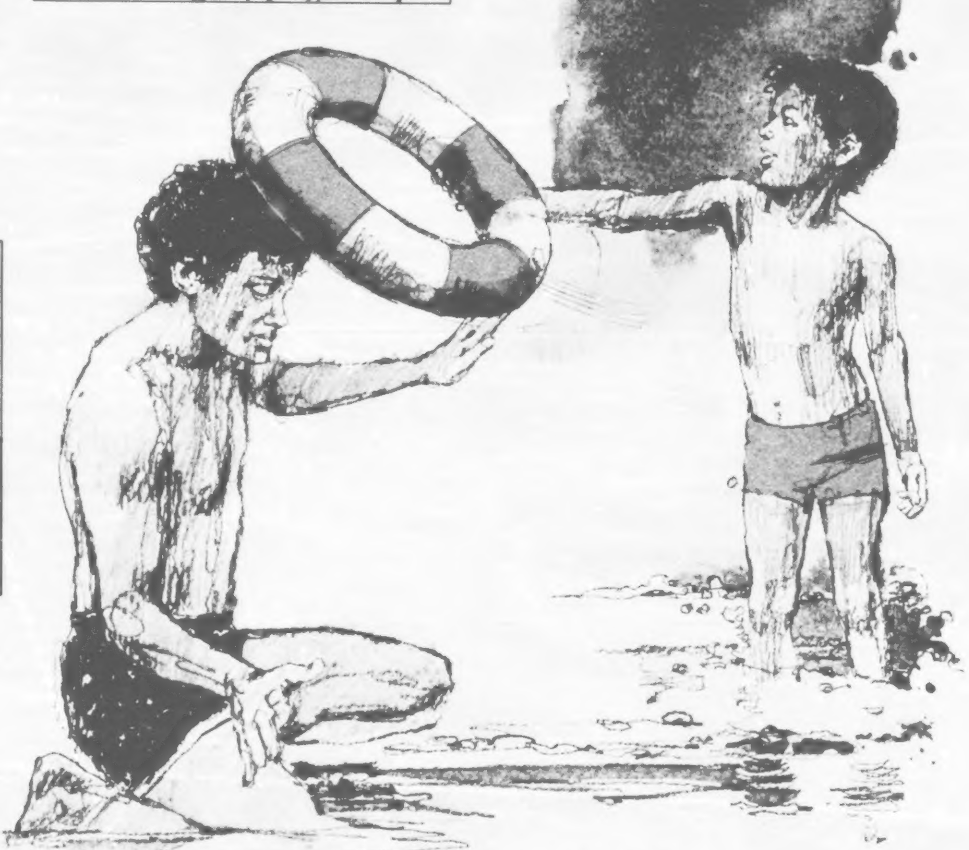
Simon Says
In Simon Says, everyone does what the leader, Simon, tells them to do but *only* when he says, "Simon Says." For example, Simon can say: "Simon says, Splash your mother," "Simon says, Blow bubbles," "Simon says, Duck underwater." Take turns being Simon. If Simon gives a command without saying "Simon says" but simply "Blow bubbles" or "Splash water" and it is obeyed, that person becomes an "S." First person to become a "S-I-M-O-N" loses the game.



Waterball
Use a medium-sized rubber ball and play catch in shallow water. Play "Monkey-in-the-Middle" and toss the ball over the head of the person in the middle. See who can make the biggest splash with the ball. Push the ball down to the bottom and let it "jump" out of the water.



Ring Toss
Float a tube or ring so that your child can duck down and come up inside it. Kneel in the water and let your child try to throw the ring over your head. Then you try to throw it over his head.



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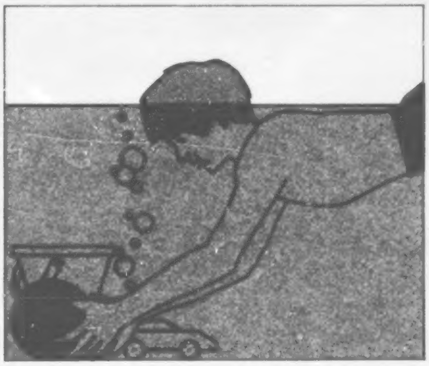
Now Let's Swim

Treasure Hunt
Sink several objects (coins, pebbles, ashtrays, etc.) to the bottom and see how many your child can find and bring up. Watch out for things that have sharp edges and don't use anything that can smash.

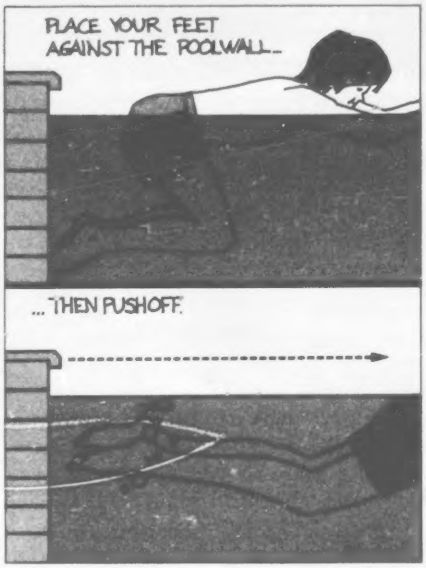


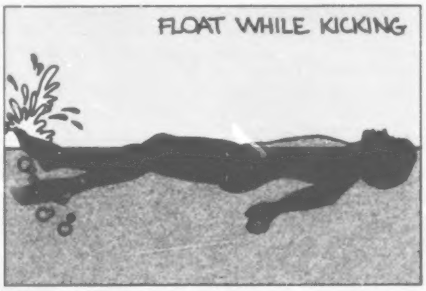
Giant Steps
In the shallow end of the pool play "Giant Steps" (Take one Giant Step, Two Baby Steps, One Splashing Step, etc.) until the child crosses from one side to the other. Remember, any child who doesn't say "May I," before following the command must go back to the beginning.

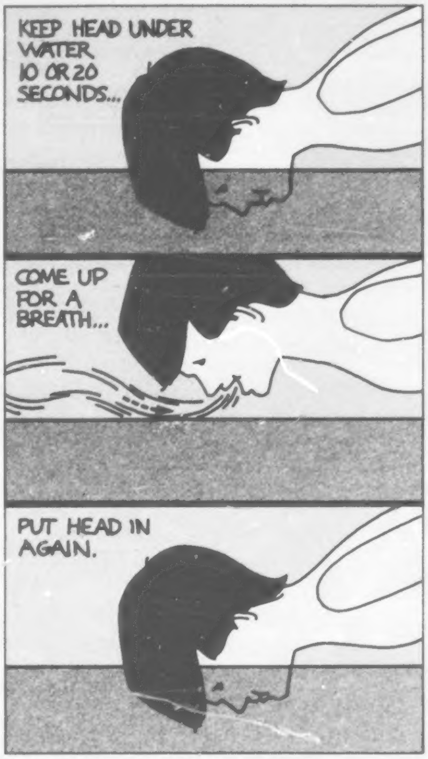
You will know your child is ready to learn how to stroke and move in the water if he can:

Push off
Float while kicking
Keep his head under water for ten or twenty seconds
Come up for breath and put his head in again

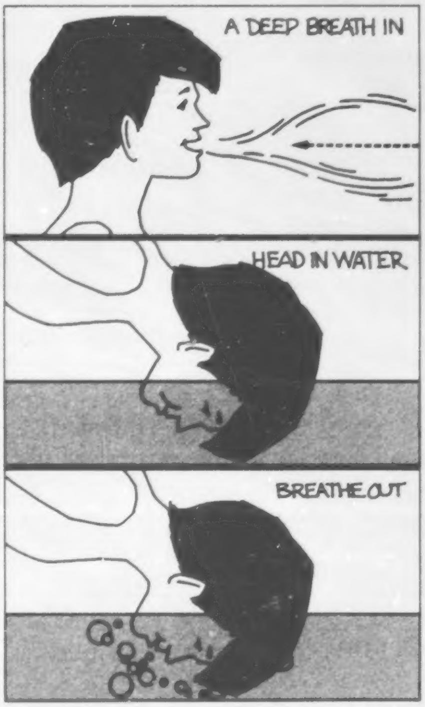
There are many different kinds of strokes and many acceptable ways to teach them. You may want your child to attend swimming classes. If there are no classes in your area, you can teach him yourself. There are good books on swimming, as well as materials available through organizations such as the Red Cross, the YMCA and YWCA, Jewish Community Center or Special Olympics.


PLACE YOUR FEET AGAINST THE POOLWALL...
...THEN PUSHOFF.


FLOAT WHILE KICKING


KEEP HEAD UNDER WATER 10 OR 20 SECONDS...
COME UP FOR A BREATH...
PUT HEAD IN AGAIN.

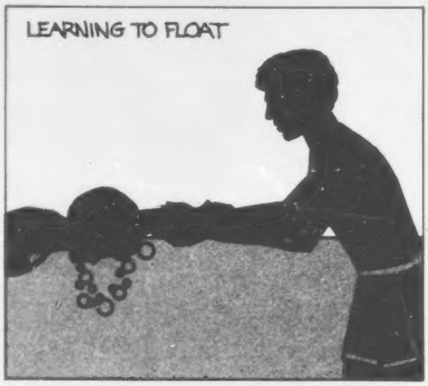
Learning to Float


A DEEP BREATH IN
HEAD IN WATER
BREATHE OUT

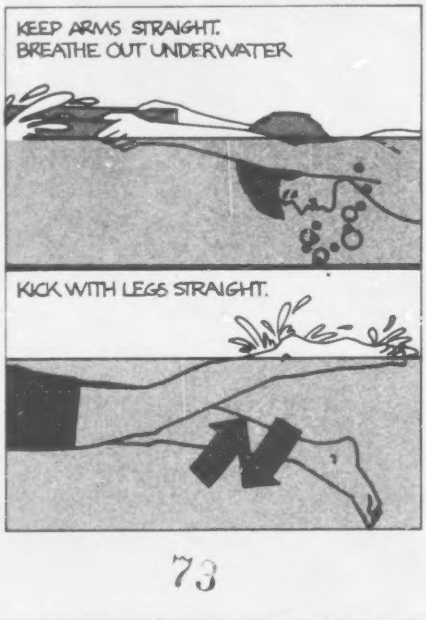
7. Show your child how to hold his breath and put his whole head under the water. You do it first; then ask your child to do it. Show him how to breathe: first, a deep breath through the mouth; then, head in the water and breathe out through the mouth and nose—making bubbles. Then he holds his breath again before submerging and repeating the sequence.
8. Sink a coin, rock or toy at the bottom. Look for it from above the water. Bend down underwater and pick it up. Then ask your child to do it.

Can your child do these activities? Does he understand and remember the safety rules? Is he no longer afraid? Then it's time to teach him to float!

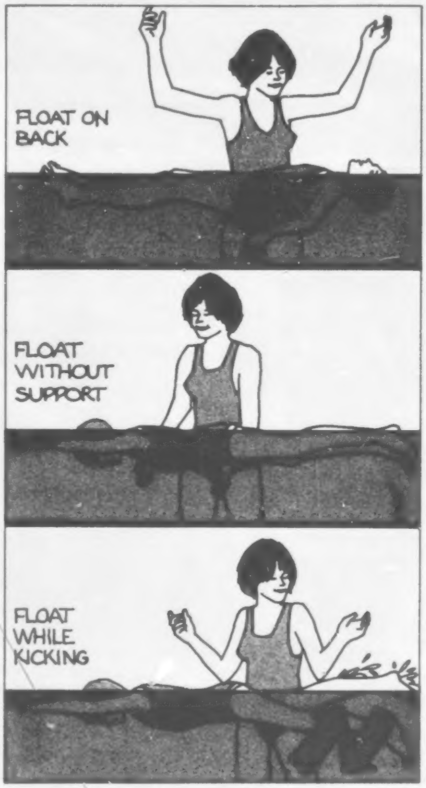
1. Facing your child, hold his hands and walk slowly backwards. Tow him towards you and ask him to put his face in the water and blow bubbles like a boat, just as he did before. Body should be straight, stomach down, legs together, feet off the bottom.


LEARNING TO FLOAT

2. Next, your child keeps his face in the water as long as he can, coming up for air only when necessary. Every time he surfaces, tell him how well he's doing.
3. Use a kickboard, tub or inflated toy, but remember that none of these is designed to be a life preserver. Show your child how to hold on, and how to push off, kicking his feet and keeping his arms straight. If you have more than one kickboard or tube, play games and have races.


KEEP ARMS STRAIGHT.
BREATHE OUT UNDERWATER
KICK WITH LEGS STRAIGHT.

4. When your child is really comfortable with the kickboard, he's ready to learn to float without support. Some children find it easier to begin to learn by floating on their back. You demonstrate—stretch out flat on your stomach or back hands outstretched, floating free in the water, as long as you can. Then demonstrate how kicking moves you through the water like a motor boat.


FLOAT ON BACK
FLOAT WITHOUT SUPPORT
FLOAT WHILE KICKING

Resources

Printed Materials

Waterlearning: A New Adventure, by Connie Currie Lawrence and Layne C. Hackett; 1975. Presents games and activities for older and younger children for water tables, wading pools, and muddy lawns as well as pools and beaches.

Peek Publications
Box 11065
Palo Alto, Calif. 94306

Canoeing Guidelines, Elementary Forms of Water Rescue (50¢ each), and American Red Cross Swimming Color Book (75¢), by Jan Wolf; 1976. Coloring books that picture equipment and skills used in water activities to provide motivation and learning of concepts for the nonreader.

Joint Independent School District #287
Special Education Section
1820 Xenium Lane
Minneapolis, Minnesota 55441

A Practical Guide for Teaching the Mentally Retarded to Swim; 1969. Designed to help professionals and volunteers teach mentally retarded individuals to swim or to swim better. $3.00

American Alliance for Health,
Physical Education, and Recreation
1201 16th St., N.W.
Washington, D.C. 20036

Teaching Johnny to Swim: A Manual for Parents; 1963. With pictures and brief text, this booklet gives parents the information they need to know to help their children learn to swim. 30¢

American National Red Cross
Washington, D.C. 20006

Records

Music for Synchronized Swimming, by Jessie Lie; 33⅓ rpm, 1 disc. Variety of tempos, moods and melodies facilitate teaching and combining water ballet skills. $6.50

Educational Activities
P.O. Box 392
Freeport, N.Y. 11520

Equipment

Kickboards. Constructed of unbreakable white ethafoam, these serve as aids for reluctant or physically handicapped beginners. $4.00

Pull-Buoy, Inc.
2511 Leach
Auburn Heights, Michigan 48057

Schwimmflugel. Inflatable cuffs worn around each arm above the elbow to keep the nonswimmer afloat. $4.75

Belleair International
1016 Ponce deLeon Blvd.
Belleair, Florida 33516

Speedo Aqualift Swimsuit. One-piece nylon tricot swimsuit which is inflatable at the waist and will support up to a 200-pound adult; can be progressively deflated as water confidence increases. $12.50

Blue Grass Industries
Carlisle, Kentucky 40311

For additional information contact your local Red Cross, YMCA, YWCA, Boys/Girls Club, or Jewish Community Center.

Lets-Play-to-Grow

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Let's-Play-to-Grow

Basic Ball Skills

Guide 7

Let's-Play-to-Grow Guides 8-12 are all about ball playing. Before introducing your child to bowling, soccer, kickball, volleyball, basketball or soft ball, read this introduction to basic ball skills. It will help you teach your child the skills he needs to take part in and enjoy these and other ball games.

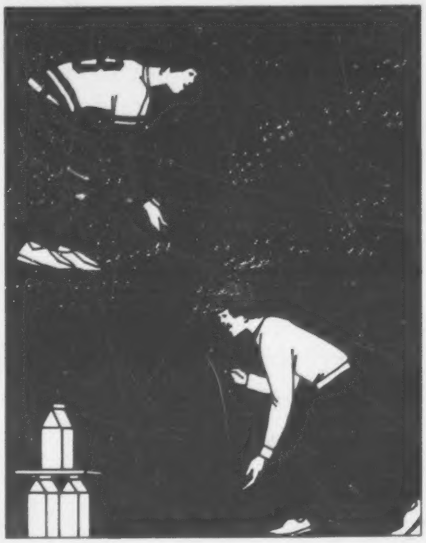
Rolling

Rolling is one of the first play skills a child learns. If your special child can roll a ball, he can play many games. He can bowl. He can play kickball and invent versions of other games like baseball with rolling taking the place of throwing.

To teach rolling, use a fairly large ball — a beach ball or basketball. The ball should be heavy enough not to bounce easily. Start with your child sitting or lying on the floor or standing or sitting at a table. Then guide your child's hands in pushing the ball. Let him get the feel of pushing the ball so that it rolls. The direction doesn't matter. When he gets the idea, ask him to roll the ball towards a target.

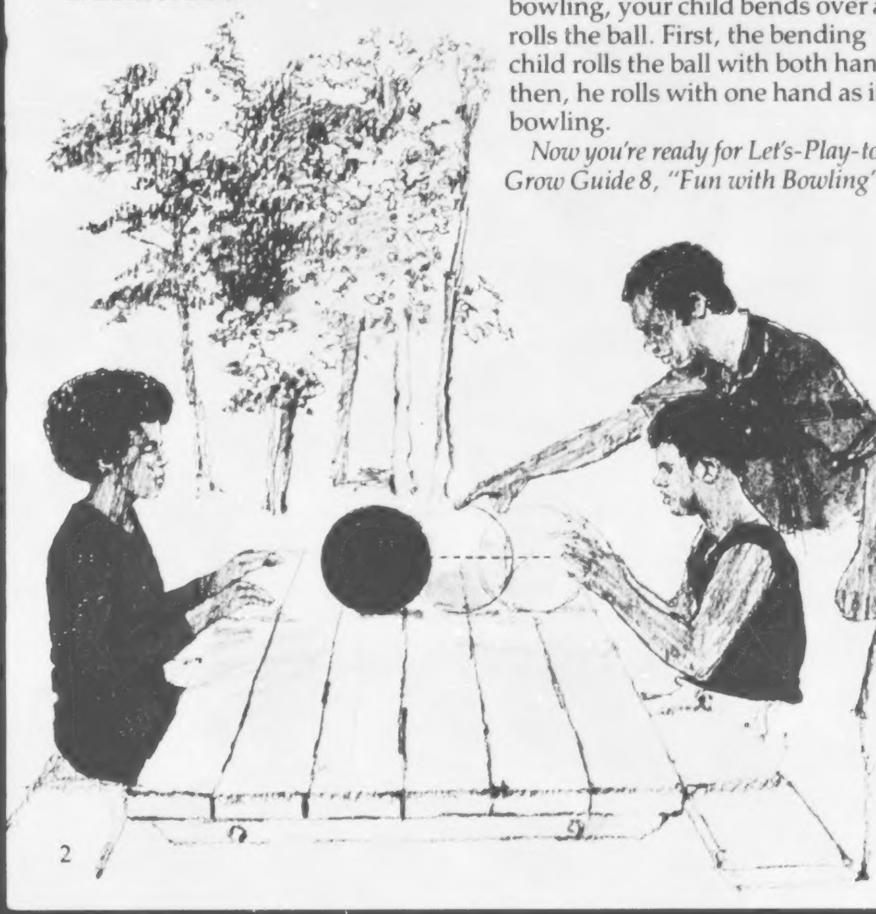
When he can do this, encourage your child to roll the ball to you. Be sure to praise or reward him as he improves. Don't roll the ball back to him until he has the ability to stop it. Instead, bring it back and put it in front of him.

When your child can roll a ball in a fairly straight line with two hands, start him rolling it with one hand.



Have him move farther away from the target. As his skill improves, use a smaller ball. Finally, as in bowling, your child bends over and rolls the ball. First, the bending child rolls the ball with both hands; then, he rolls with one hand as in bowling.

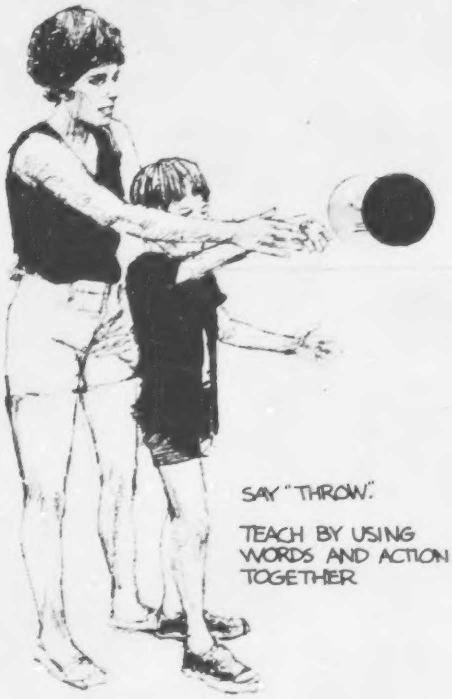
Now you're ready for Let's-Play-to-Grow Guide 8, "Fun with Bowling".



SAY, "ROLL TO ME".

Throwing

Use a ball that is light and small enough for your child to hold and throw easily. Balloons, plastic balls, bean bags, and foam balls are good for learning to throw. You can even use paper squeezed into a ball.



SAY "THROW."

TEACH BY USING WORDS AND ACTION TOGETHER

Place the ball in your child's hand. Put your hand on his hand and move it in the throwing motion, both overhand and underhand. Each time your child's hand comes forward and releases the ball, say, "Throw." Do this until he releases the ball on his own.

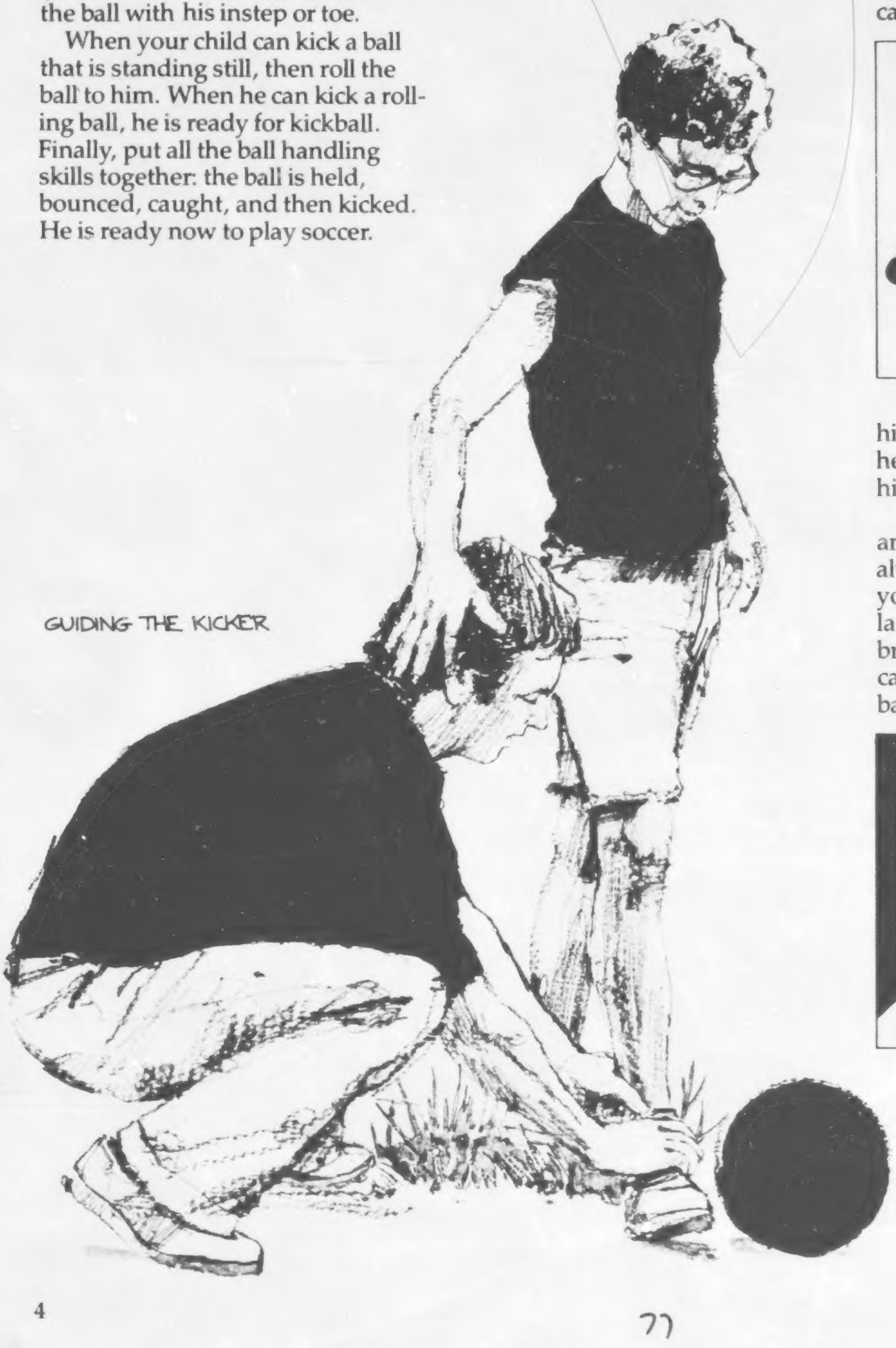
As skill and accuracy improve, your child can learn to control the speed of the throw, to throw underhand or overhand with one or both hands, and to toss the ball from the chest with both hands.

Now he is ready to throw a baseball, pass a basketball, or toss a football.

Kicking

Place a large, not-too-heavy ball (like a beachball) on the ground in front of your child. Show your child how to push it with the inside of his foot, pushing harder and harder. Let him lean on you for balance and guide his foot back and then into the ball with his instep or toe.

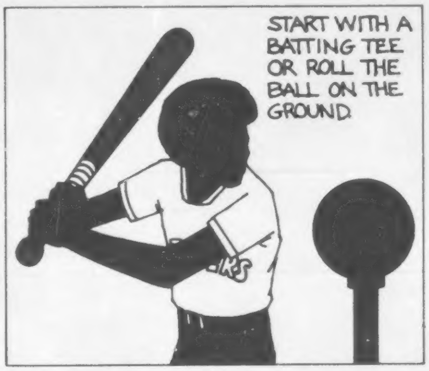
When your child can kick a ball that is standing still, then roll the ball to him. When he can kick a rolling ball, he is ready for kickball. Finally, put all the ball handling skills together: the ball is held, bounced, caught, and then kicked. He is ready now to play soccer.



GUIDING THE KICKER

Batting

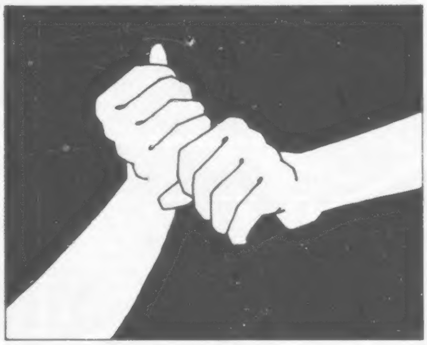
Batting is hitting the ball with something other than the hand. First the child hits a stationary ball on the ground or placed on a tee. You can make a simple tee by sinking a piece of pipe in the ground so it is chest-high, and covering it with car radiator hosing.



START WITH A BATTING TEE OR ROLL THE BALL ON THE GROUND

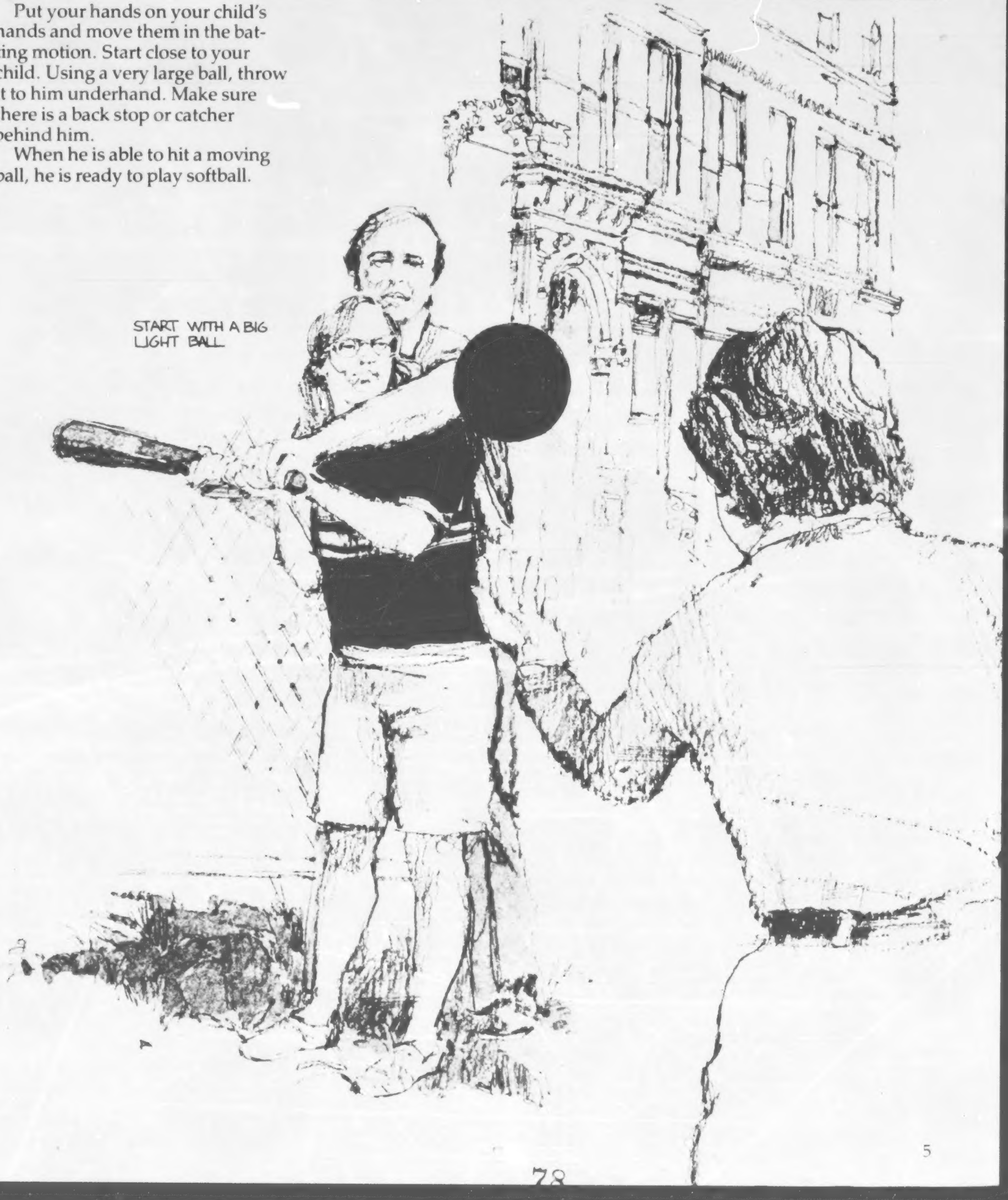
When your child has learned to hit a ball on the ground or on a tee, he can start hitting a ball rolled to him.

Finally, move on to swinging at and hitting a thrown ball. As always, let your equipment help you: start batting practice with a large ball like a beach ball and a broad racquet or paddle. Or, you can use a large, lightweight, plastic bat and a big light ball.



Put your hands on your child's hands and move them in the batting motion. Start close to your child. Using a very large ball, throw it to him underhand. Make sure there is a back stop or catcher behind him.

When he is able to hit a moving ball, he is ready to play softball.

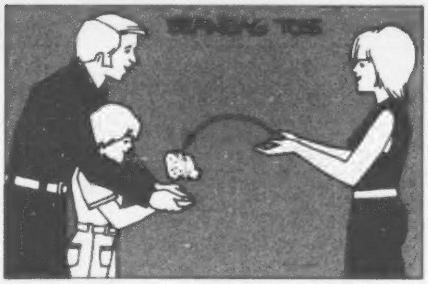

START WITH A BIG LIGHT BALL

Catching

Catching a ball may be harder for your child than rolling or throwing. Be patient. Once your child can roll and throw a ball, work on catching.

A beanbag is easiest to catch in the air. A beach ball or soft foam ball is easiest to roll and catch. Start sitting down. After your child rolls or throws the ball, roll or throw it back to him.

Hold your child's hands in the "catching" position. Let the ball come into his body. Reduce the size of the ball as his skill improves.

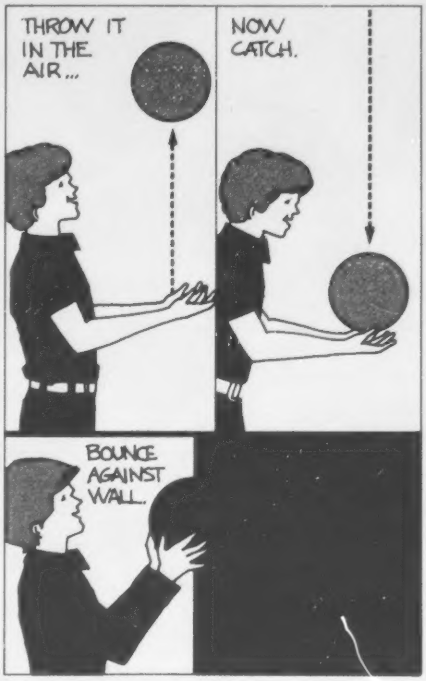


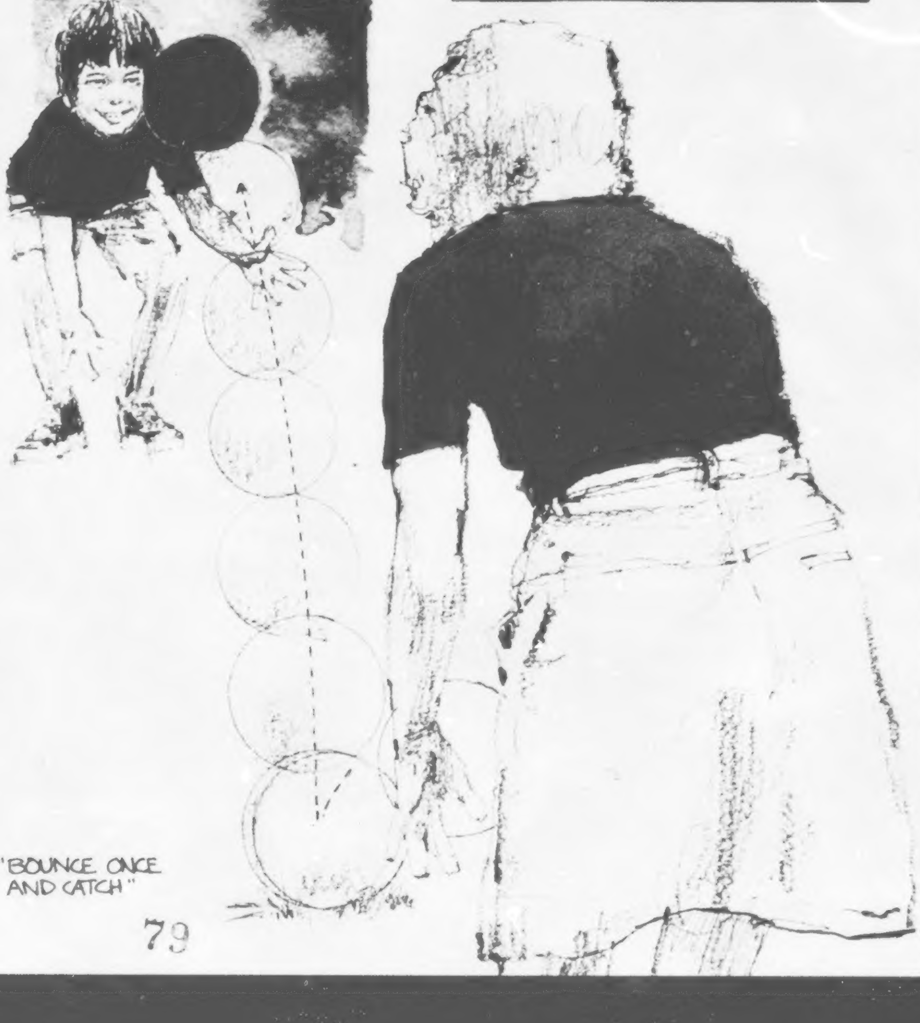
Here are two good catching activities:

1. Bounce and Catch
Show your child how to drop the ball and catch it after a single bounce. Say, "Bounce once and catch." "Bounce twice and catch." "Bounce it higher and catch it." "Bounce it lower and catch it."

Show your child how to use his hands and fingers to catch the ball unless his condition requires a special way of catching.

2. Catching Fly Balls
Show your child how he can throw the ball up in the air and catch it with two hands before it falls to the ground. He will have fun as he throws it higher and higher. He can throw the ball against a wall and catch it. Now he's learned to play ball by himself so that he can practice when no one else is around.


THROW IT IN THE AIR...
NOW CATCH.
BOUNCE AGAINST WALL.



"BOUNCE ONCE AND CATCH"

Resources

Printed Materials

Developing Ball Skills Through Movement Exploration, by Joe Stein; 1969. Gives teaching suggestions for presenting ball manipulation activities that are necessary for participation in sports and games involving balls. $1.00

Enrichment Materials Co.
P.O. Box 812
Campbell, Calif. 95008

Films

Bouncing, Hand Dribbling, and Catching; film loop, color, silent, 3½ min. Demonstrates catching low and high balls, dribbling and changing directions, using different parts of body to bounce a ball. Purch. $24.95

NCAA Films
P.O. Box 2726
Wichita, Kansas 67201

Gross Motor Development, Part One; 16mm, color, sound, 10 min. A young boy demonstrates bouncing a ball in various positions, catching a ball, and playing with small balls; related word concepts are introduced. Inquire about rental, purch. $155.

Sterling Educational Films
241 East 34th St.
New York, N.Y. 10016

Records

Musical Ball Skills, by Jacob D. Geiger and Edwin C. Popper; 33⅓ rpm, 2 discs. Bouncing, throwing, catching, rolling, passing, and dribbling balls in rhythmic patterns to a variety of musical selections are the simple and complex skills featured on these records. $12.95

Educational Activities
P.O. Box 392
Freeport, N.Y. 11520

Equipment

Badminton Paddles. Safe paddles with 13 in. plastic handles and unbreakable ethafoam heads of 8 in. diameter. 4 paddles, 2 shuttlecocks. $11.00

Pull-Buoy, Inc.
2511 Leach Rd.
Auburn Heights, Mich. 48057

Cube Ball. Polyhedron of polyurethane particularly suited to indoor ball games because it is soft. The shape permits the ball to roll accurately where kicked but does not let it roll too fast or far. $5.00

Pull-Buoy

Saucer Pitch Set. Played like horseshoes, players toss unbreakable saucers at bowling pins trying to get as close as possible, can be played indoors. $9.00

Pull-Buoy

Let's-Play-to-Grow

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Let's-Play-to-Grow

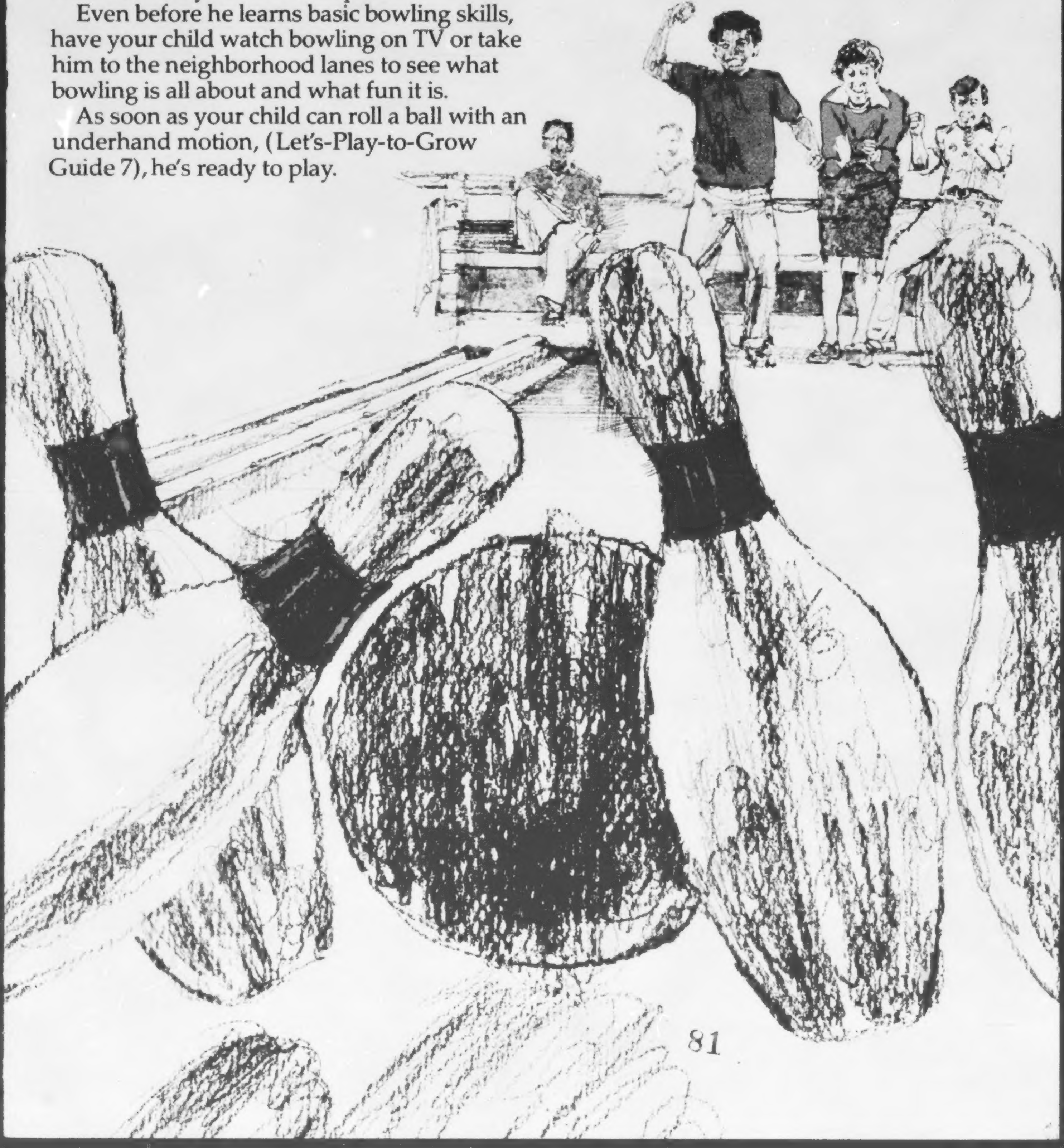
Fun With Bowling

Guide 8

Bowling is good exercise. It is also an activity in which everyone can take part.

Even before he learns basic bowling skills, have your child watch bowling on TV or take him to the neighborhood lanes to see what bowling is all about and what fun it is.

As soon as your child can roll a ball with an underhand motion, (Let's-Play-to-Grow Guide 7), he's ready to play.



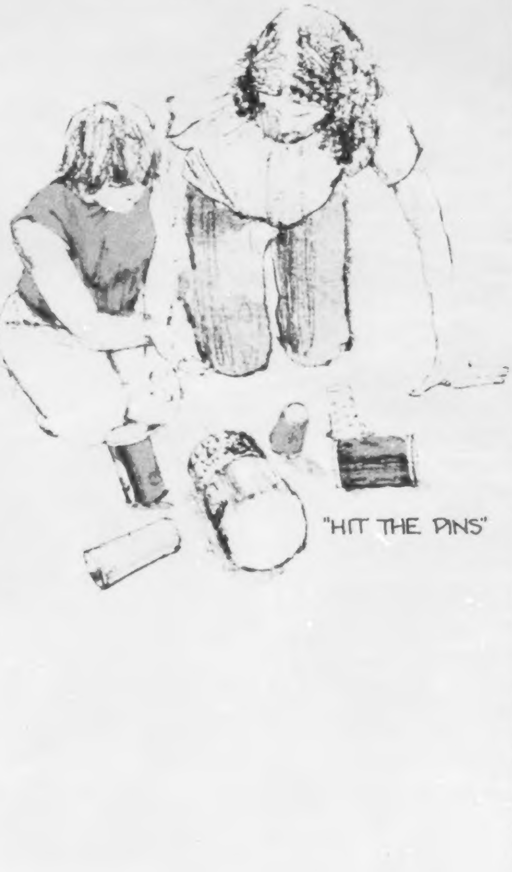
Play to Learn

Bowling at Home

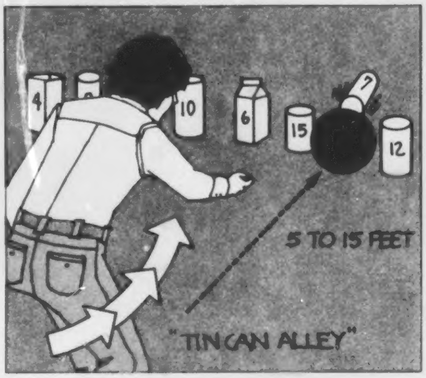
Introduction to Bowling
This is a great sport for special children to share with their brothers and sisters who like bowling and like to teach others to bowl. The special child will do as well as others in the family if you put him closer to the target and give him extra throws.

Here are some simple games to use at home to teach your child the basic bowling skills.

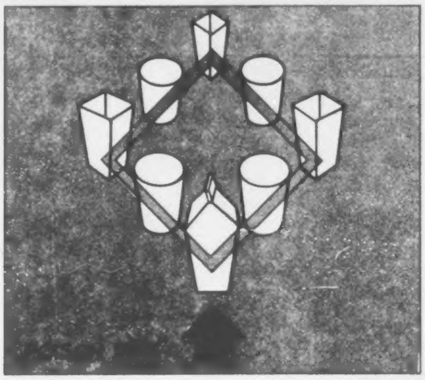
1. Hit the Pins
Set up a few tall cans, empty milk cartons, or plastic bottles. Players must knock them down with their hands. "Hit the Pins" can be played in a crib, at a table, or on the floor. The child gets two tries to knock down all the objects. Add another activity: have the players count the number of "pins" that fall each time.



2. Tin Can Alley
Set up some empty cans or plastic bottles of varying sizes in a horizontal row. (First place them five feet away; then ten; then 15. You can mark point values on them — put the higher points on the smaller harder-to-hit objects.) The child rolls a ball (a large beach ball or basketball is good) at the row of pins and earns the point value of the pins hit. The pins do *not* have to fall over to count. Each turn consists of two tries. A child can roll the ball toward the pins from a sitting or standing position.

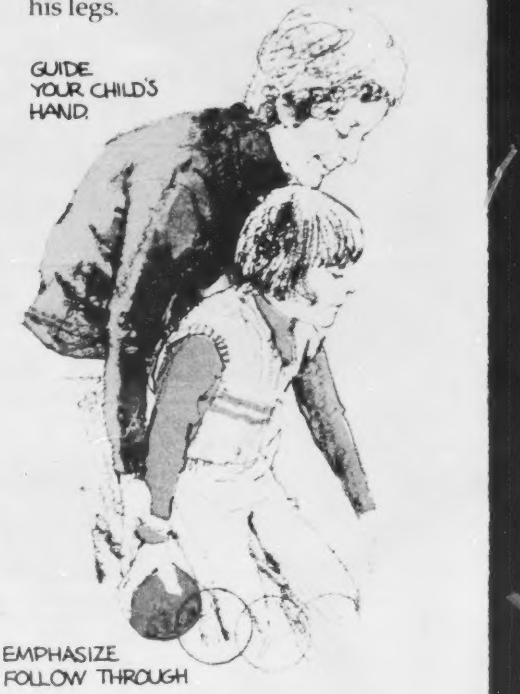


3. Poison Pins
Place six, eight, or ten cans, milk cartons or bowling pins in the shape of a diamond about eight inches apart. Stand about 10 to 15 feet away. If you wish, mark an old sheet or a piece of plastic and put it on the floor to show where the pins stand. This will help the child set them up himself which is good for him to do. Each player gets 2 throws to knock down the pins.



If you have a sidewalk, a driveway, a long hallway, you can teach and practice bowling right at home.

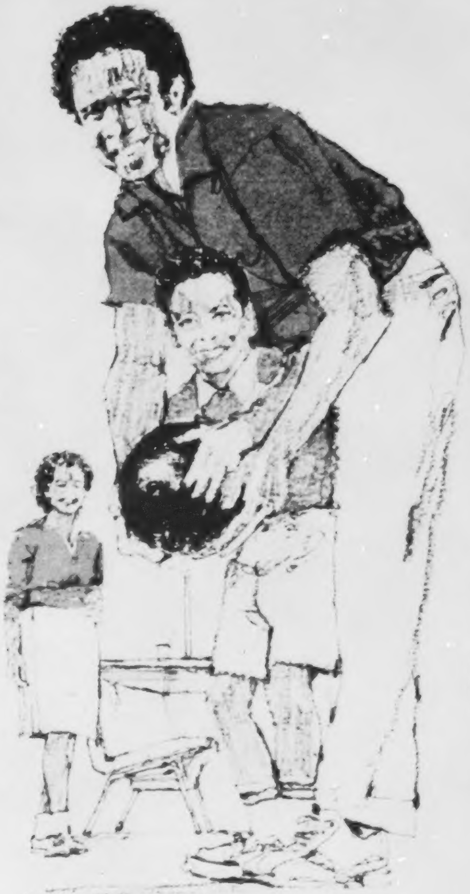
1. Arrange from four to ten pins eight inches apart in the shape of a diamond or triangle.
2. Place your child about 10 feet from the pins. His body should face the pins, the foot opposite the ball-holding hand a little ahead of the other foot. Place a soccer ball or volleyball in your child's hand and ask him to roll the ball toward the pins. If your child needs two hands, show him how to stand with his feet apart and swing the ball from between his legs.



3. Show your child how to swing the ball underhand, holding it with the palm of the hand facing the pins. Count slowly — "One, Two" — On the count of one, the arm goes back; on the count of two, it swings forward. Work on

releasing the ball on the forward swing. If necessary, guide your child's arm through the motion of rolling the ball toward the pins.

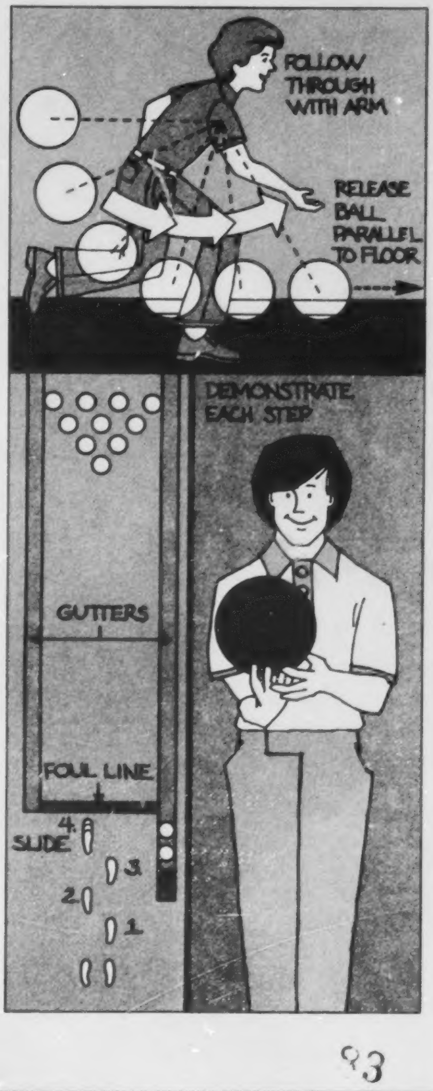
4. The follow-through is important in bowling. After your child has rolled or pushed the ball, the movement of his hand and arm should continue upward. Exaggerate the follow-through to remind him to roll the ball straight at the pins.
5. Show him how he will take four steps before he gets to the line at the bowling lanes and releases the ball.



MAKE YOUR TRIP
TO THE BOWLING ALLEY
FUN FOR YOUR CHILD

At the Lanes

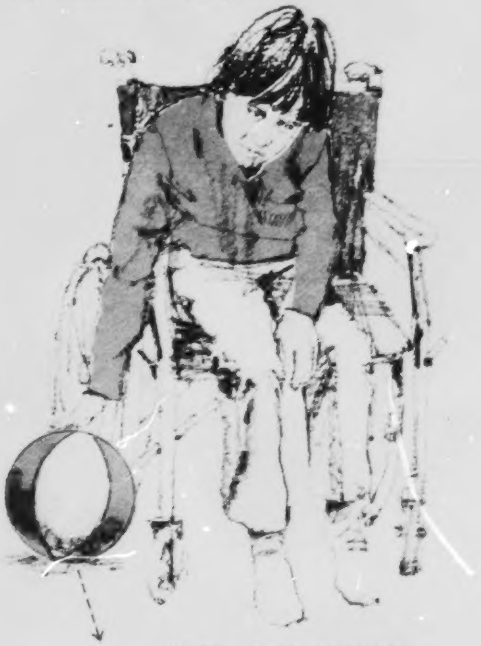
1. At the bowling lanes, you bowl, and then let your child roll several balls during your game. Point out the foul line and the gutter. You may need to position your child to remind him how he did these movements at home.
2. Bowl with your child, alternating frames. If he can, let him help with scoring, by counting the pins left standing.
3. Since bowling is a Special Olympics sport, contact your local, area or state Special Olympics chapter to find out about leagues or classes for special children in your community. A growing number of communities hold tournaments for special children.



Your Very Special Child

A child who cannot stand can still have a good time bowling.

On your home "bowling alley" place your child's wheelchair or other chair behind the line and place the ball on the floor beside it. The child reaches over and pushes the ball at the pins with one hand. A basketball or volleyball is probably easiest to manage.



WHEELCHAIR BOWLING...

If reaching is a problem, a "lap ramp" is easy to build. This ramp rests in the child's lap and slants down toward the floor. The ball is placed at the top of the ramp. The child simply gives the ball a push down toward the pins.

A special handle has been developed and approved for those bowlers not able to throw the ball down the lane. You can get information on this device by writing to the National Bowling Council,
1666 K Street, N.W.,
Washington, D.C. 20006.

Resources

Printed Materials

New Ideas for Bowling Instruction; 1970. Gives a variety of ideas for teaching bowling to elementary through college age students in limited space. $3.00

American Alliance for Health,
Physical Education and Recreation
1201 16th St. N.W.
Washington, D.C. 20036

Beginning Bowling, by Donald Casady and Marie Liba; 1968. General tips and hints for beginners. $1.95

Wadsworth Publishing Co., Inc.
Belmont, Calif. 94002

Bowling: An Individualized Instructional Program, by A. Annarino; 1973. Presents ways of individualizing bowling instruction when teaching a group. $2.75

Prentice-Hall
1870 Birchmount Rd.
Scarborough 706
Ontario, Canada

For rule books or additional information contact:

For bowlers under age 21:
American Junior Bowling Congress
5301 S. 76th St.
Greendale, Wisconsin 53129

American Blind Bowling Association
5338 Queensbridge Rd.
Madison, Wisconsin 53714

Equipment

Bowling Ball Holder Ring. Device that attaches to rim of wheelchair giving wheelchair bowlers a place to balance their ball and thus allowing free use of both hands. $9.99

George H. Snyder
5809 N.E. 21 Ave.
Fort Lauderdale, Florida 33308

Bowling Booster. Fiberglass portable ramp designed for any bowler unable to move arms to roll a bowling ball. $47.50

Russell Bechtel
6943 Bittersweet
Pensacola, Florida 32506

For additional equipment or supplies contact:

AMF Bowling Products
Jericho Turnpike
Westbury, N.Y. 11590

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Let's-Play-to-Grow

Fun with Volleyball

Guide 9

Volleyball is a game the family, class, or neighborhood can play and enjoy. Before your special child participates in a real volleyball game, there are Let's-Play-to-Grow activities which help to develop basic volleyball skills and are fun in themselves.

If your child can bat the ball with his hands, he can be part of your volleyball team.

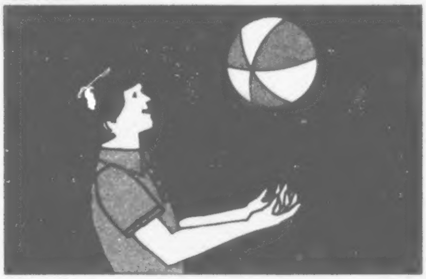
Play and Learn

To Start
Let's-Play-to-Grow Guide 7 will help you teach the basic throwing, hitting, and catching skills needed for volleyball.

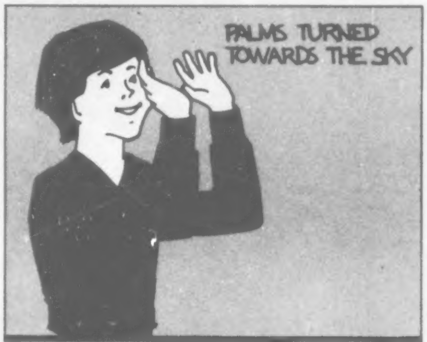
---

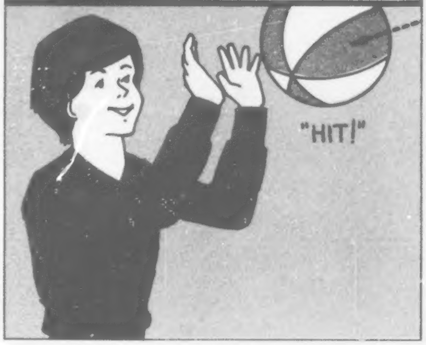
1. Volleyball Pointers

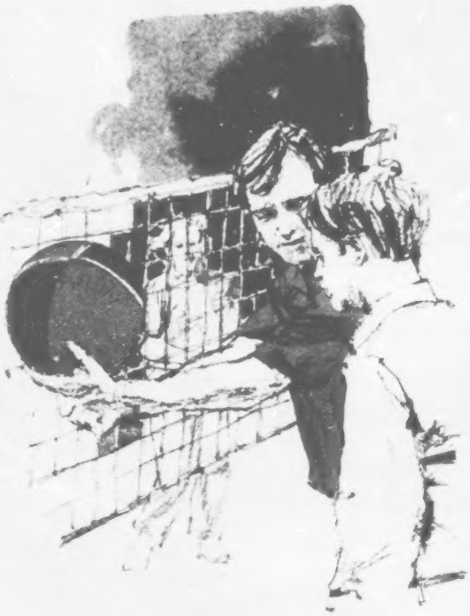
Before he starts hitting the ball back and forth, your child must first learn to toss it in the air. Using a balloon or beachball, show your child how to hold the ball at chest level with both hands and then toss it straight up, just a bit above his head. He should practice this toss, catching the balloon as it comes down.



Now he's ready to learn how to hit the ball. Have him raise his arms, palms turned towards the sky. Prompt him by saying, "Hands up!" Then, toss the ball to your child and, as it nears his upturned palms, say, "Hit!" Practice this until the skill is learned.


PALMS TURNED TOWARDS THE SKY

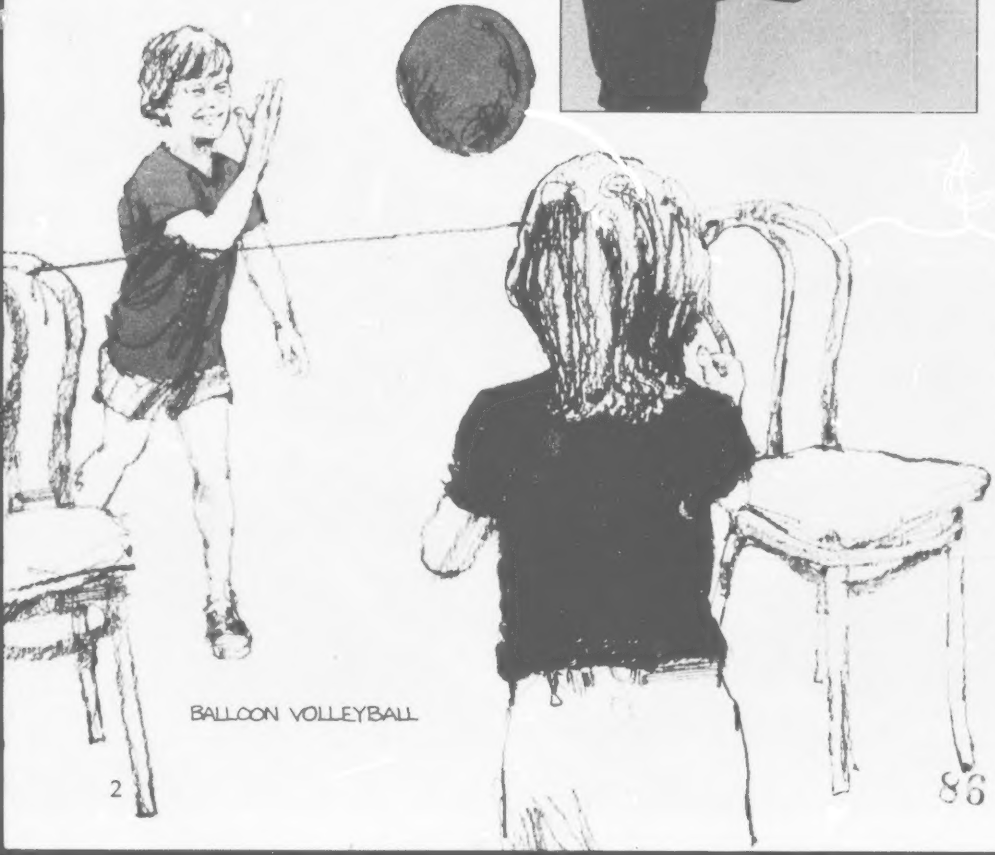




2. Beachball or Balloon Volleyball.

Children love to hit beach balls or balloons because they float more slowly and gently than a regular volleyball. This is a good and easy way for them to learn the basic elements of volleyball. Ballons should be used indoors only. If you don't have a regulation volleyball or badminton net, stretch a string between two chairs, poles or trees which are eight to ten feet apart. Adjust the "net" to the height of the players.

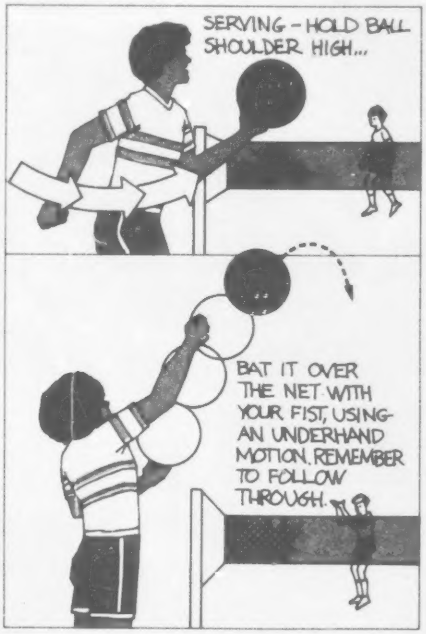
Stand on the same side of the net as your child, with another child or parent on the other side. Toss the ball in the air. Then hit it over the net. The player on the other side tries to hit it back over the net to you. See how long you can play without letting the ball or balloon touch the ground.



BALLOON VOLLEYBALL

3. Catch Volleyball

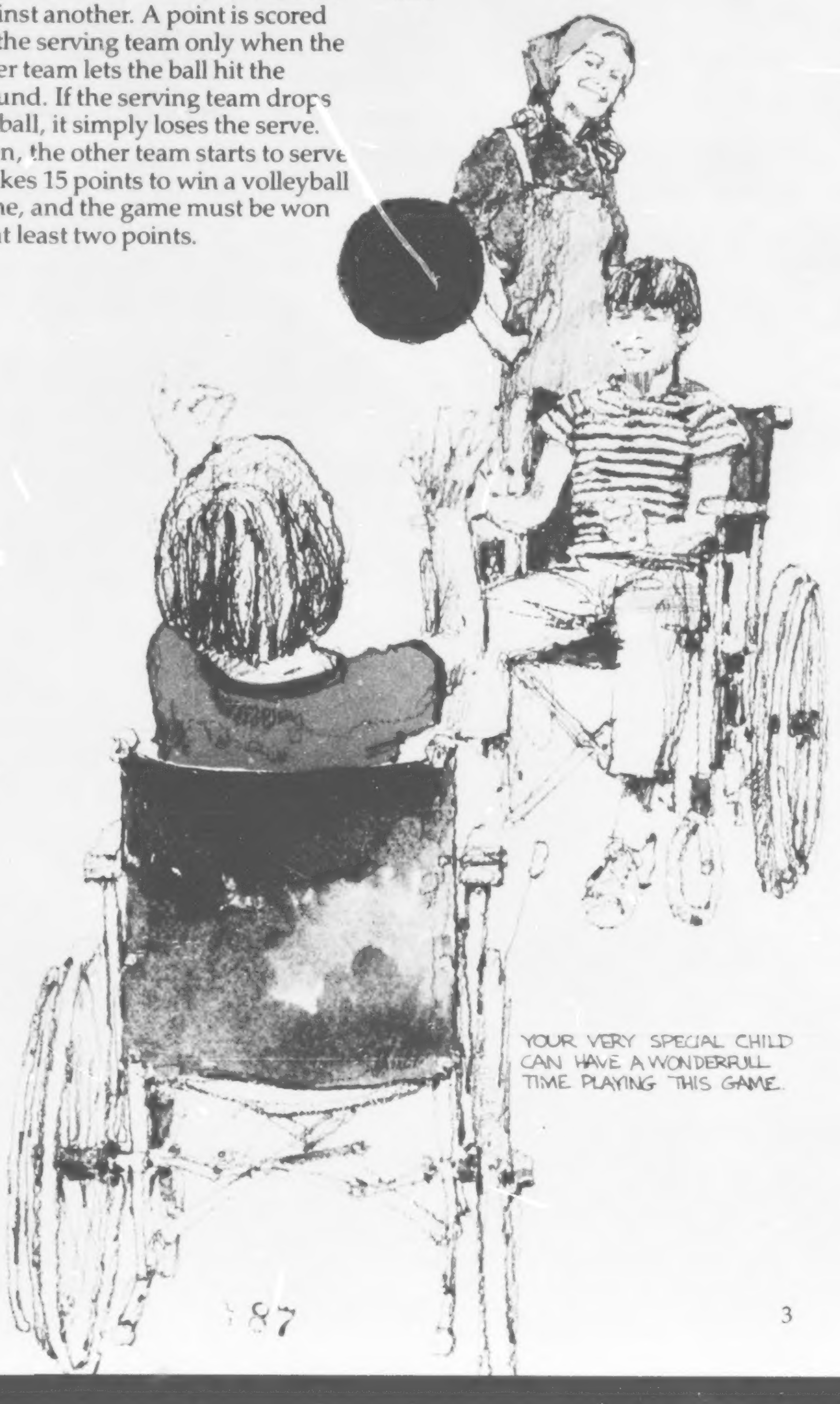
Play "Catch" volleyball. To serve the volleyball, the child holds the ball shoulder high in the fingers of one hand and bats it over the net with the fist of the other using an underhand motion. Opponents try to catch the ball. If the ball falls to the ground, the hitter gets a point. The ball goes back and forth until one side scores an agreed-upon number of points.


SERVING - HOLD BALL SHOULDER HIGH...
BAT IT OVER THE NET WITH YOUR FIST, USING AN UNDERHAND MOTION. REMEMBER TO FOLLOW THROUGH.

4. Real Volleyball

After playing these training games, give your child a chance to play real volleyball on a volleyball court indoors or out. Any number can play, and you can divide up any way you wish — parents vs. children, brothers vs. sisters, one class against another. A point is scored for the serving team only when the other team lets the ball hit the ground. If the serving team drops the ball, it simply loses the serve. Then, the other team starts to serve. It takes 15 points to win a volleyball game, and the game must be won by at least two points.

Children in wheelchairs can have a wonderful time playing Beachball or Balloon Volleyball. Forget the net and simply float the balloon or toss the beachball over to your child. Show him how to bat it back to you. Keep the ball going as long as you can!



YOUR VERY SPECIAL CHILD CAN HAVE A WONDERFULL TIME PLAYING THIS GAME.

Resources

Printed Materials

Volleyball, 2nd edition, by Glen Egstron and Frances Schaafsma; 1972. Information on the rules and play of volleyball. $1.95

William C. Brown Co.
2460 Kerper Blvd.
Dubuque, Iowa 52001

Volleyball Rulebook; 1975. Outlines rules of the game. 75¢

American Alliance for Health,
Physical Education, and Recreation
1201 16th St. N.W.
Washington, D.C. 20036

For additional rulebooks or information contact:

United States Volleyball Association
422 Ninth Ave.
New York, N.Y. 10001

Equipment

For beginners or less skilled players, the following balls may be easier to hit than a regulation volleyball:

Playground Balls. (6", 8½", 10", 13", 16" diameters). $2.35 - $5.75

Flaghouse Inc.
18 West 18th St.
New York, N.Y. 10011

Super Foam Ball. (7" diameter). $2.95

Flaghouse Inc.
18 West 18th St.
New York, N.Y. 10011

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Let's-Play-to-Grow

Fun with Basketball

Guide 10

Before working on Let's-Play-to-Grow basketball skills, watch some games on television or go to a local basketball game with your special child and let him see how the game is played.

Like most other team sports, basketball is played with special equipment in a fairly large area. There are, however, simple games and activities, through which your child can learn basic skills and have a good time, while working to improve them.

If your child can run, catch, throw and bounce a ball, basketball is a game he will love.

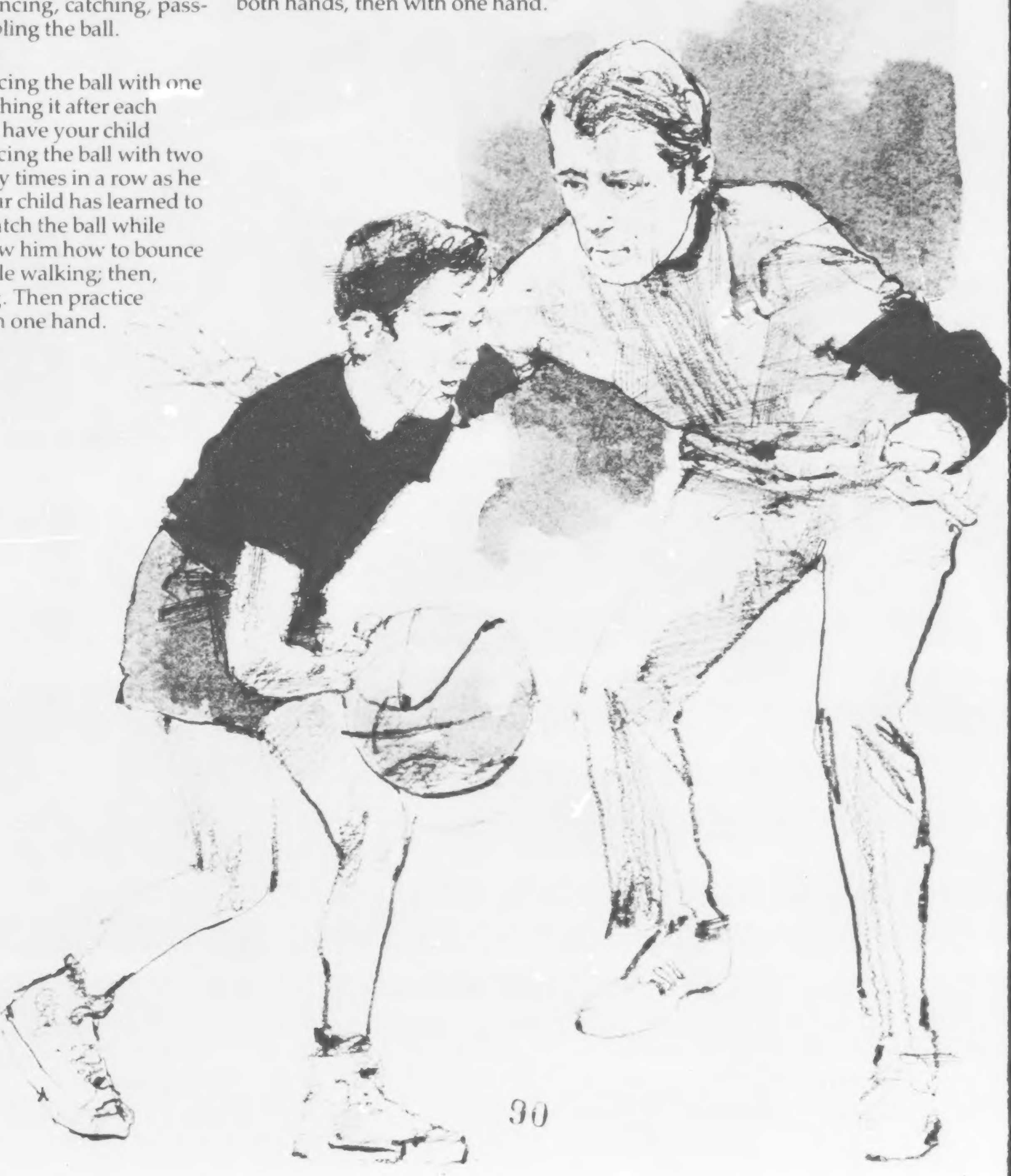
The ABC's of Basketball

To Start
Refer to Let's-Play-to-Grow Guide 7 for basic ball-handling skills.

While the main point of basketball is shooting for the basket, most of the game and much of the pleasure consist of bouncing, catching, passing, and dribbling the ball.

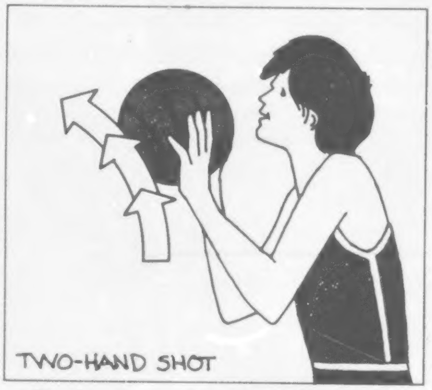
1. Dribbling
Practice bouncing the ball with one hand and catching it after each bounce. Then have your child practice bouncing the ball with two hands as many times in a row as he can. Once your child has learned to bounce and catch the ball while standing, show him how to bounce and catch while walking; then, while running. Then practice bouncing with one hand.

Now, change the game so that the child must bounce the ball without catching it. "How many times can you bounce the ball while walking?" "While running?" "In a straight line?" "In a circle?" "Around that chair?" "Bounce with both hands, then with one hand."



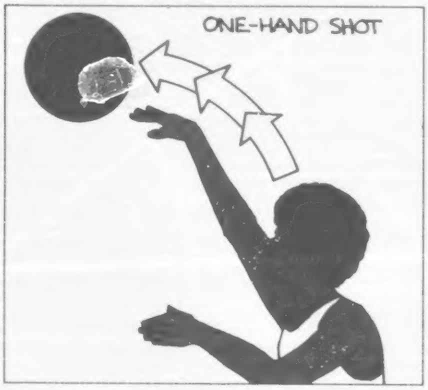
3. Shooting
Important!! Have the basket at a height which makes it possible for the child to succeed. It doesn't even have to be a basket—a box—barrel or wastebasket on a chair or table will do. First, practice with a basket on the floor. A small indoor hoop used with a small, light ball can be very helpful. But remember to use a light ball, one that won't knock the basket off its support.

To shoot two-handed, hold the ball between the palms of both hands and push it, overhand, up to the basket. Or, the ball may be cradled in the fingertips and tossed underhand. Lay-up and jump shots are difficult, and better taught by a trained person when your child is ready for regular team basketball.



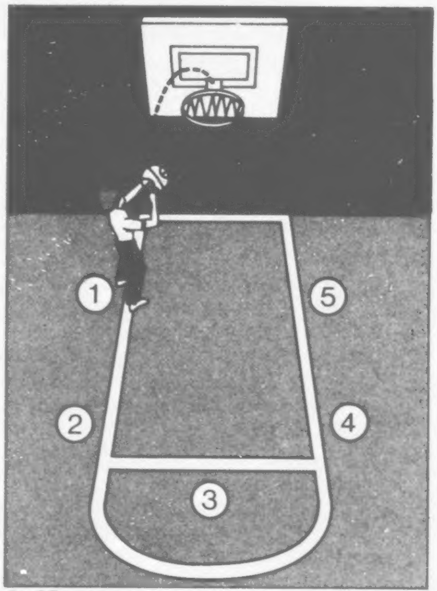
To shoot one-handed, the child stands with knees slightly bent, shooting foot forward. The hand with the ball points directly at the basket, while the other hand holds the side of the ball for control. The shooting hand pushes the ball toward the basket. Control the ball with the fingertips.

In both one-handed and two-handed shooting, it is very important to "follow through." Show your child how to keep his hands moving toward the basket after he has released the ball.



Practice Games

1. Around the World
Mark several points on the ground around the basket. The player must try to make a basket from Point 1 before advancing to Point 2, and so on. Each player continues to shoot until he misses. If the player fails to make a basket on his turn, he must stay at that space until making a basket.



2. Horse
This is a game to stimulate imagination and coordination. The first player (Player 1) takes any type of shot he wants (overhead, backwards, one- handed etc.) from any place on the court. If he makes the shot, then Player 2 must copy that same shot and make the basket or he will have an "H." On the other hand, if Player 1 misses his shot, then Player 2 has the chance to shoot any type of shot *he* can invent from anywhere on the court. If Player 2 makes the shot, then Player 1 must make it or have an "H." The first player to become a H-O-R-S-E (any short word can be used) loses the game.

Your Very Special Child

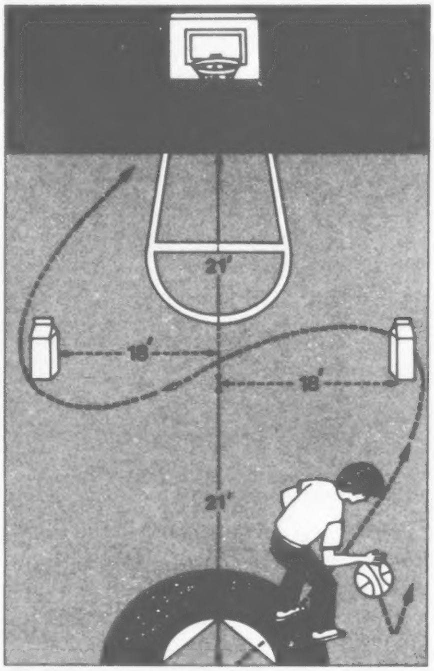
3. Twenty-One
One player takes a shot from the foul line. Then he catches the ball on the rebound, dribbles in close and shoots again. Then it's the next player's turn to follow the same sequence. Each basket from the foul line is worth two points. Each short basket is worth one point. The first player to score 21 (or any number agreed on in advance) wins.

4. Run, Dribble and Shoot
This game has three parts, played one after the other.

Part One—30 points.
Each child will be given 5 free throws with the value of 6 points for each basket.

Children 8-9 years old shoot from the 6 foot line, children 10-11 shoot from 9 feet, children 12-13 shoot from 12 feet, children 14 and over shoot from the 15 foot foul line.

Part Two—(30 points)
Each child takes two shots from 3 feet, 9 feet, and 12 feet. Each basket is valued at 5 points.

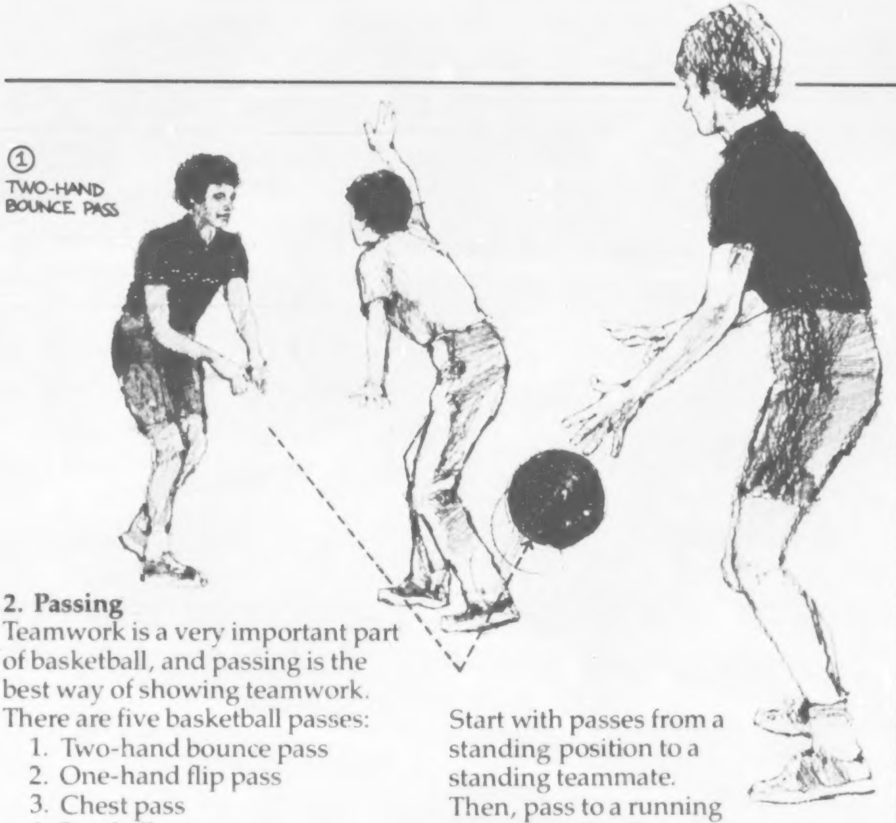


Part Three—Dribbling
The child dribbles the ball through a course of two milk cartons, laid out in front of the basket ending up with a running shot at the basket. He scores 10 points for a successful basket.

For children who are more advanced, you may consider giving additional points based on the shortest time it takes to dribble through the course.

Children in wheel chairs can play and enjoy basketball. While dribbling is extremely difficult, passing is a skill easily learned, as is foul shooting. Many can participate in Run, Dribble and Shoot, however. Baskets may have to be lowered but let your child see how high he can shoot.

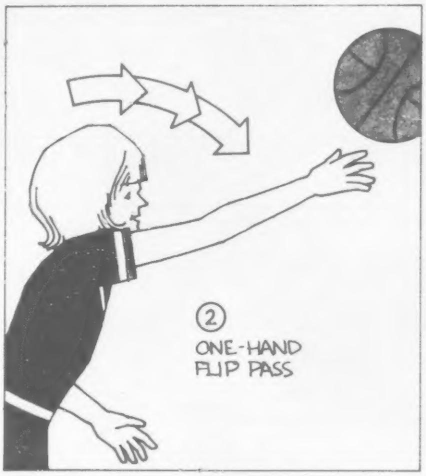
In playing wheelchair basketball you might make a rule that the child with the ball can take no more than two pushes in a row. If the child takes two pushes, he must shoot, pass, or bounce the ball one or more times before pushing again.

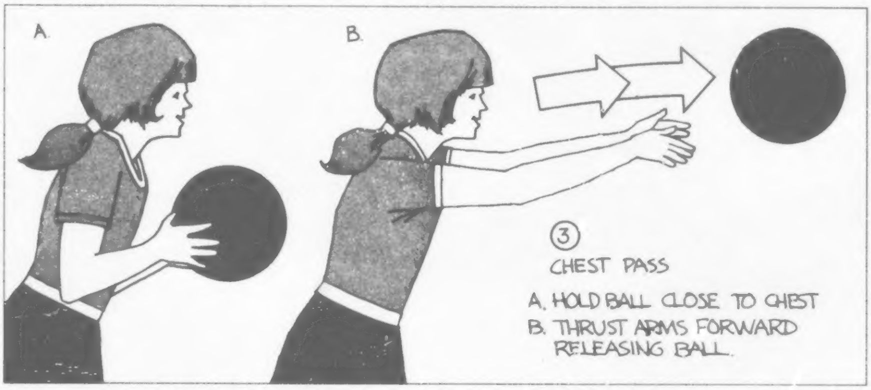

①
TWO-HAND
BOUNCE PASS

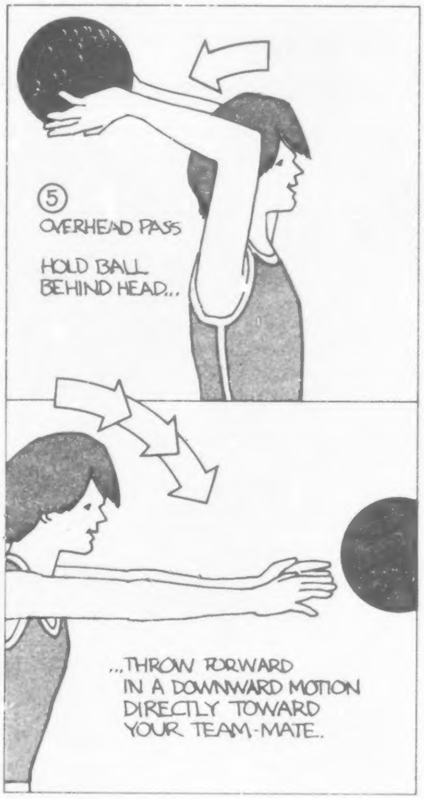
2. Passing
Teamwork is a very important part of basketball, and passing is the best way of showing teamwork. There are five basketball passes:

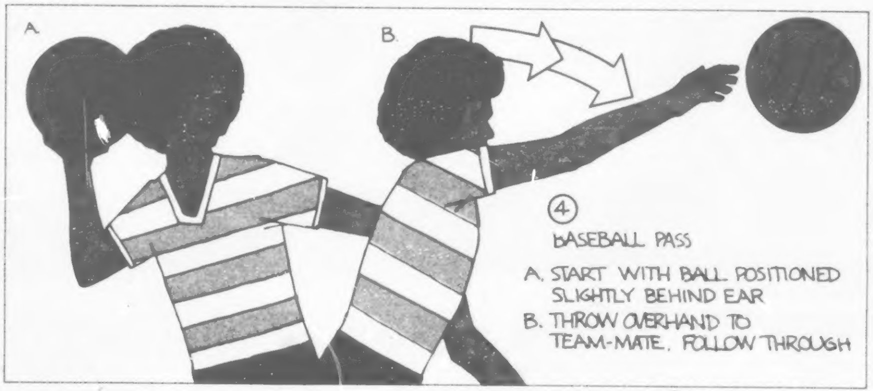
1. Two-hand bounce pass
2. One-hand flip pass
3. Chest pass
4. Baseball pass
5. Overhead pass

Start with passes from a standing position to a standing teammate. Then, pass to a running teammate. Finally, pass with both players running.


②
ONE-HAND
FLIP PASS


A.
B.
③
CHEST PASS
A. HOLD BALL CLOSE TO CHEST
B. THRUST ARMS FORWARD
RELEASING BALL.


⑤
OVERHEAD PASS
HOLD BALL
BEHIND HEAD...
...THROW FORWARD
IN A DOWNWARD MOTION
DIRECTLY TOWARD
YOUR TEAM-MATE.


A.
B.
④
BASEBALL PASS
A. START WITH BALL POSITIONED
SLIGHTLY BEHIND EAR
B. THROW OVERHAND TO
TEAM-MATE. FOLLOW THROUGH

Resources

Printed Materials

Basketball, by Dale Hanson; 1972. Information on the rules and play of basketball. $1.95

Prentice-Hall
1870 Birchmount Rd.
Scarborough 706
Ontario, Canada

Basketball Rulebook; 1975. Outlines official rules of the game. 75¢

American Alliance for Health,
Physical Education, and Recreation
1201 16th St. NW
Washington, D.C. 20036

For rule books or additional information pertaining to wheelchair basketball contact:

National Wheelchair Basketball Association
110 Seaton Bldg.
University of Kentucky
Lexington, Kentucky 40506

Films

Basic Ball Dribbling; 16mm, color, sound, 10 min. Children demonstrate the rhythm of dribbling, then dribble a ball. Inquire about rental, purch. $145.

Martin Moyer Productions
900 Federal Ave. East
Seattle, Washington 98102

Basic Elementary Basketball Skills, 16mm, color, sound, 19 min. Shows basketball as played in the elementary grades. Rent $11.00, purch. $200.

Encyclopaedia Brittanica Education Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

Equipment

The Playground Balls suggested in Guide 10 may also be used for basketball.

Hi-Lo Portable Basketball Goal. Adjusts from 6 to 10 feet for use in the gymnasium or home. $69.95

Wolverine Sports
745 State Circle
Ann Arbor, Michigan 48104

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Washington, D.C. 20006

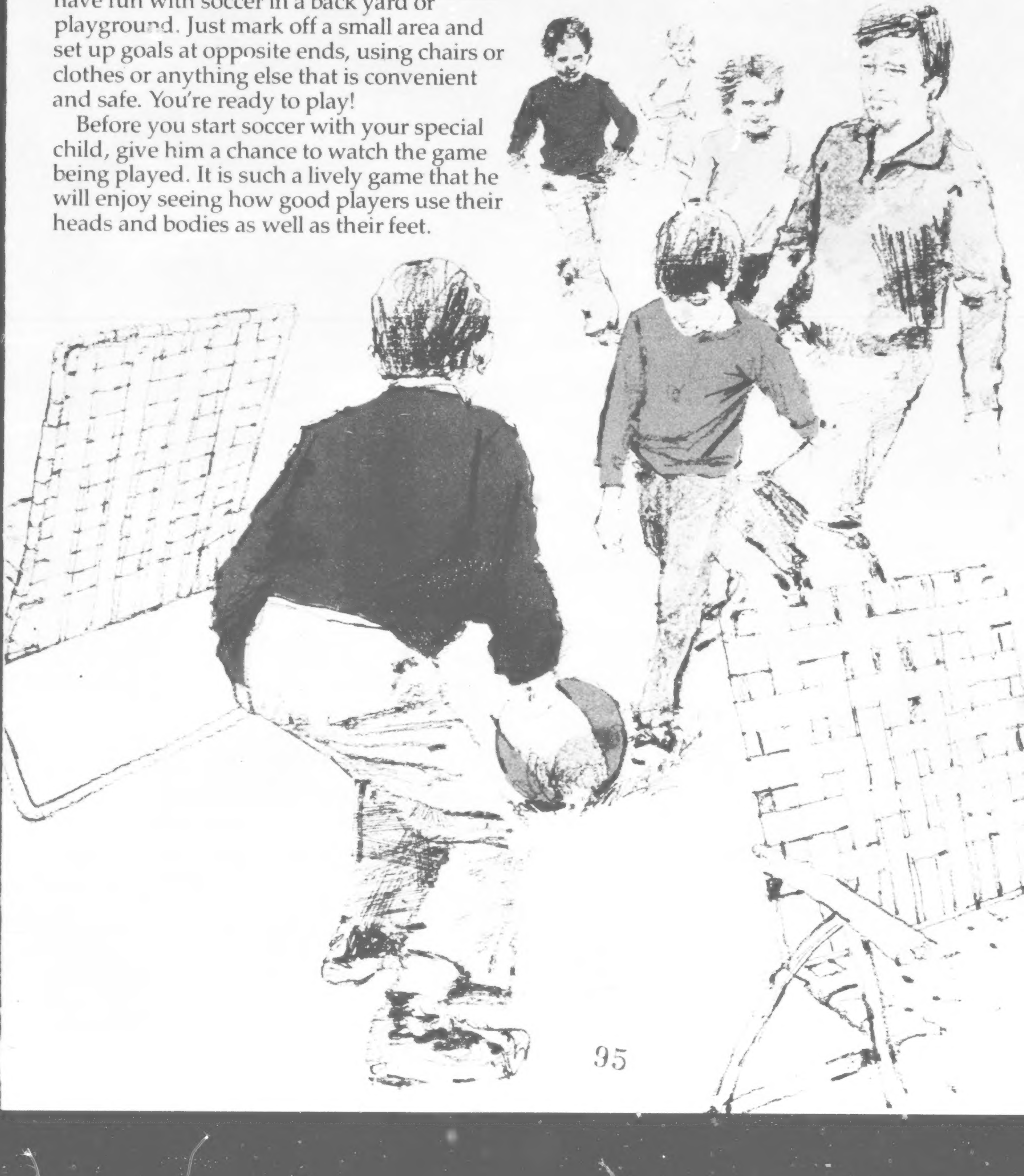
Let's-Play-to-Grow

Fun with Soccer and Kickball

Guide 11

Families and small groups of children can have fun with soccer in a back yard or playground. Just mark off a small area and set up goals at opposite ends, using chairs or clothes or anything else that is convenient and safe. You're ready to play!

Before you start soccer with your special child, give him a chance to watch the game being played. It is such a lively game that he will enjoy seeing how good players use their heads and bodies as well as their feet.



Learning Soccer

To Start

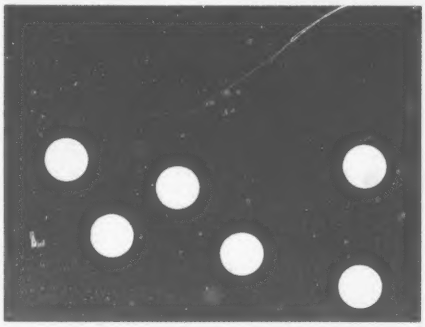
Let's-Play-to-Grow Guide 7 outlines and breaks down basic ball-handling skills.

Kicking

Soccer is a particularly good Let's-Play-to-Grow sport because it combines kicking, running, dribbling, and teamwork.

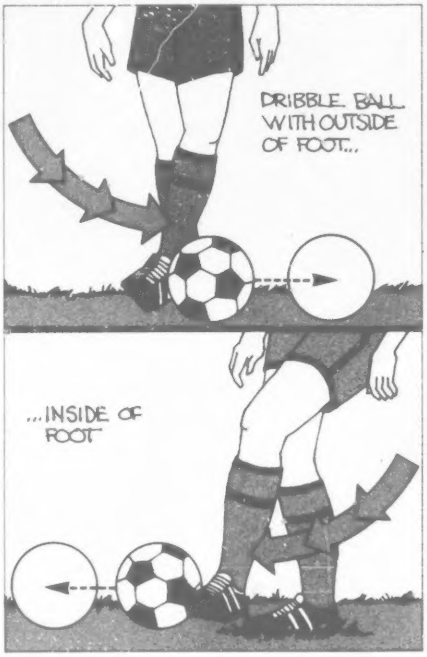
Soccer skill starts with kicking. Fortunately, you don't need a lot of room to practice kicking, and it can be done in or out of doors.

Use a soft, lightweight ball so that your child will not hurt himself or damage anything. (A light beach ball, a partially deflated volleyball or soccer ball is ideal.) Choose a target. If possible have the child kick against the wall so he can kick his own rebound. Start kicking short distances; then, increase the distance as your child improves. Set up two poles or chairs to form a "goal" and practice kicking the ball into the goal from various angles and distances. Start with a stationary ball. As skill improves, work on kicking a moving ball.



2. Dribbling

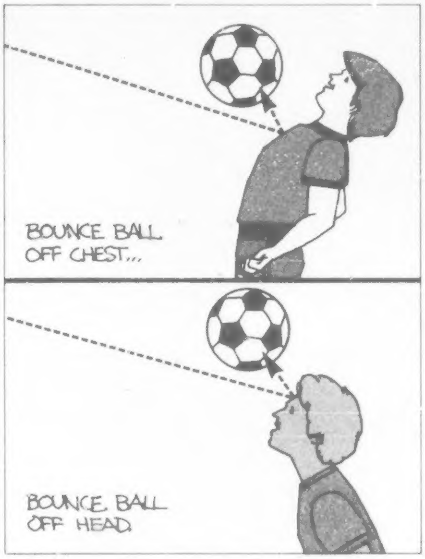
Dribbling the ball in soccer is kicking it along the ground while walking or running. The player tries to keep control of the ball by tapping it gently with the inside or outside of the foot and keeping it no more than about twelve inches ahead of the dribbler.


DRIBBLE BALL WITH OUTSIDE OF FOOT...
...INSIDE OF FOOT

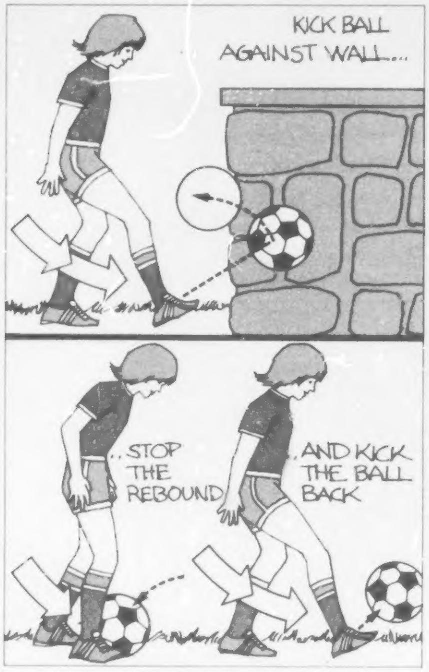
Your child will enjoy games in which he must dribble through a course, which you set up with chairs, poles, cushions, or other objects. Or, stand between your child and the goal and challenge him to dribble past you to the goal. Don't forget—praise and reward for effort and success.

3. Ball Control

In soccer, it's no hands on the ball, except when it goes out of bounds. Only the goalie is allowed to use his hands. The player must learn to stop the ball with his feet, body, even his head and then control it with his feet.



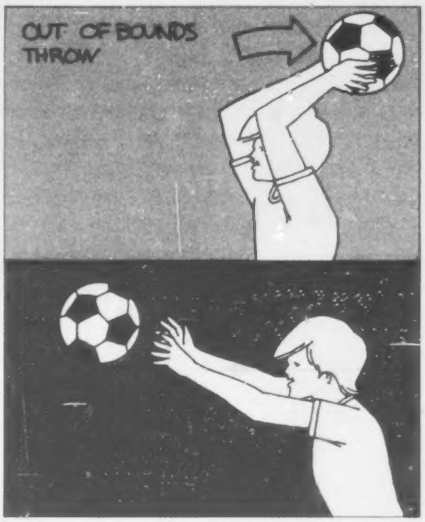
Start with your child standing about two feet away from you. Throw the ball gently at his chest to show that the ball does not hurt and he doesn't have to duck away. The child should kick the ball back to you so he learns not to use his hands. Stress that the ball must be *stopped* before it is kicked, so the direction of the kick can be controlled. To practice, your child can kick the ball against a wall, stop the rebound and kick it back again.



4. Throwing

There are two types of throws in soccer. The goalie is allowed to pick up the ball and throw it one-handed down the field. Your child should practice heaving the soccer ball as far as possible from the goal he is protecting.

Throwing is also used to put the ball into play after it has been kicked out of bounds. Here it's important to throw accurately to your own teammate. The technique is very simple. Standing on the sideline where the ball went out, the player throws the ball with both hands from above his head. Again, practice is the way to improve direction and distance.



5. Playing Soccer

When basic soccer skills have been learned, organize family, neighborhood, or school teams with three or four on a side for informal soccer games in the backyard or school or community athletic field. Each goal in soccer counts one point.

Kickball

Kickball is very much like softball. Use a soccer ball or large rubber ball.

1. Put the ball on home plate.
2. Player stands behind the ball and kicks it. When the child becomes skilled at kicking, roll the ball in from the "pitcher's mound" to the child at home plate.
3. Child runs to first, second, third and home — depending on how far the ball has been kicked. When first starting to play, use only home base and one other base.
4. The player who is "up" is put out either by being hit by the ball as he runs to base, or by the ball being caught by the baseman before the runner gets there. A caught fly ball is an out.
5. Don't count balls or strikes. Do give your special child as many opportunities as he needs to kick the ball.

Resources

Printed Materials

Soccer, by C. Ian Bailey and Francis L. Teller; 1970. Rules and play of soccer. $3.00

W. B. Saunders Co.
West Washington Square
Philadelphia, Pa. 19105

For rule books or additional information contact:

United States Soccer Football Association
350 Fifth Ave.
Room 4010
New York, N.Y. 10001

Films

Foot Dribbling and Kicking, film loop, color, silent, 3 min. Children are encouraged to experiment with maneuvering a ball in varying directions and speeds. Purch. $24.95

NCAA Films
P.O. Box 2726
Wichita, Kansas 67201

Equipment

Soccer Croquet Set. Set up like regular croquet, this game is played by kicking the ball through hoops; price includes 2 goal stakes, 7 plastic hoops, 4 plastic balls. $16.00

Cosom
P.O. Box 701
Airlake Industrial Park
Lakeville, Minn. 55044

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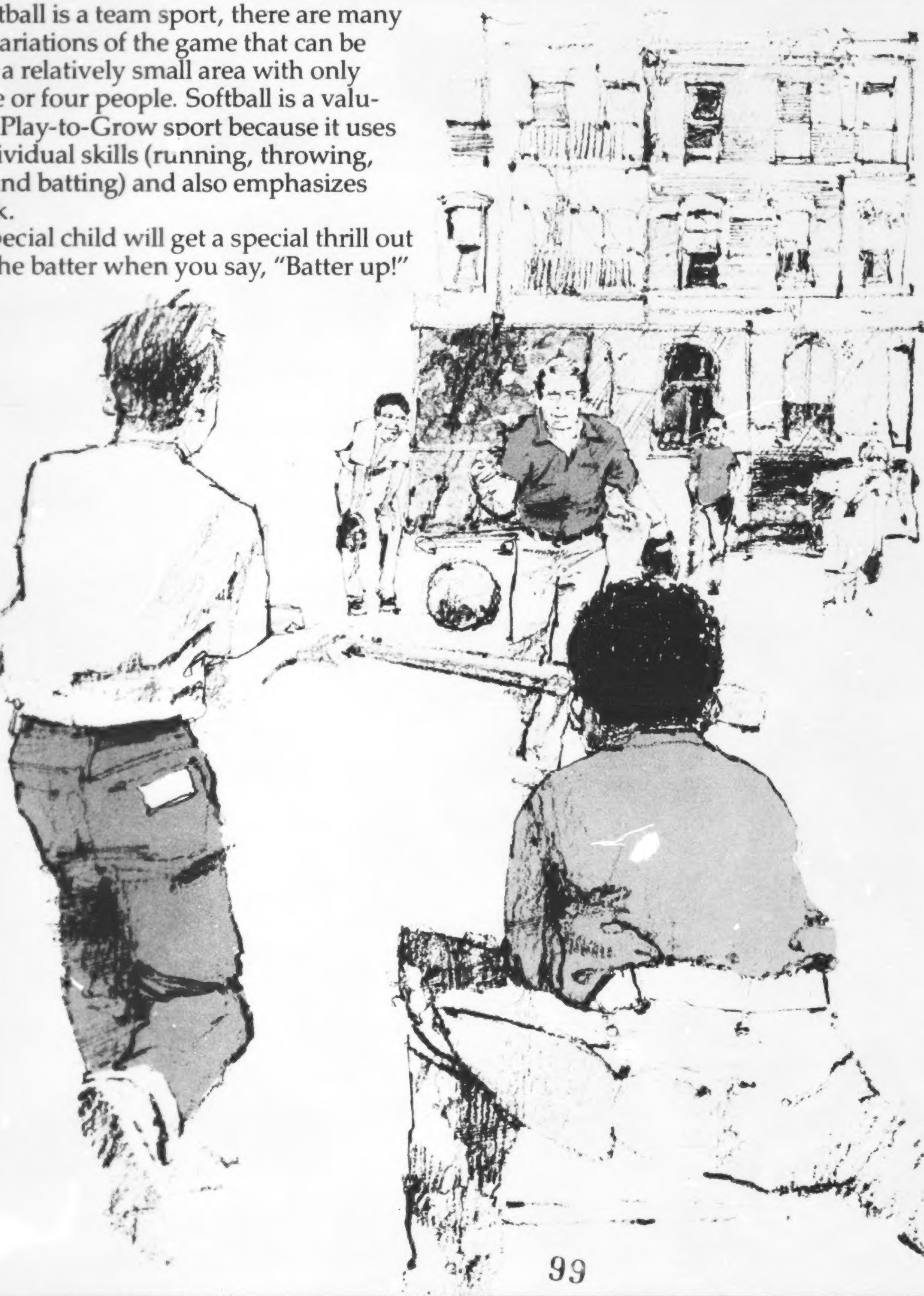
Let's-Play-to-Grow

Fun with Softball

Guide 12

While softball is a team sport, there are many exciting variations of the game that can be played in a relatively small area with only two, three or four people. Softball is a valuable Let's-Play-to-Grow sport because it uses many individual skills (running, throwing, catching and batting) and also emphasizes team work.

Your special child will get a special thrill out of being the batter when you say, "Batter up!"

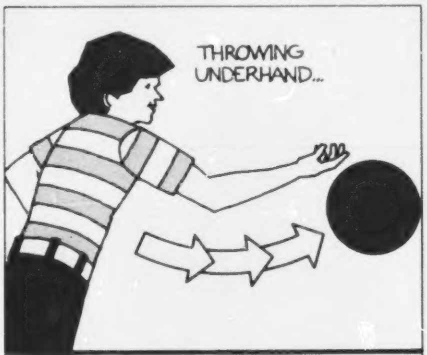


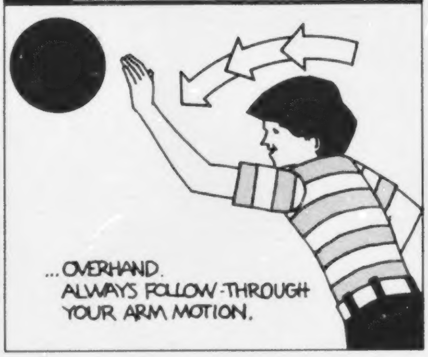
Catching, Throwing

To Start

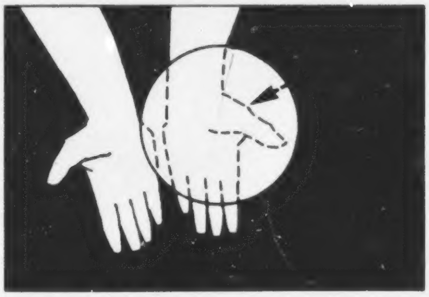
Work on the basic ball-handling skills outlined in Let's-Play-to-Grow Guide 7. Let your child watch baseball or softball on TV or take him to a school, semi-pro or professional ball game.

Once the basic throwing and catching motions are learned, play catch. Use a large ball, such as a beach ball or volleyball. First, sit about three feet apart. Then gradually increase the distance until your child can progress no further. Then stand up and repeat the steps until the child can catch and throw. Alternate throwing overhand and underhand.

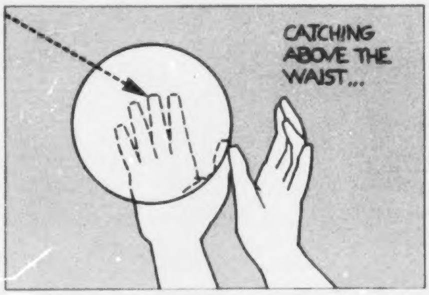

THROWING UNDERHAND...


...OVERHAND.
ALWAYS FOLLOW-THROUGH YOUR ARM MOTION.

When catching, place your child in line with the ball. If the ball is caught below the waist, little fingers are together and fingers point downward.



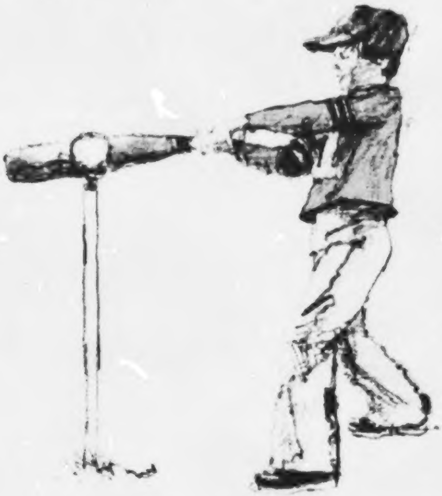
If the ball is caught above the waist, thumbs are together and fingers point upward. As soon as the ball arrives, the arms must pull it in toward the body.



Once the child is good at catching, switch to a large softball and show him how to use a glove. A regular out-fielders glove is most practical. Roll the ball across the floor or grass to teach your child how to catch ground balls. Then, practice catching fly balls. Again, start in close. Then, move back until the distance is too great for your child.

Batting

As throwing and catching are—and should be taught—as separate skills, so is batting. If your child is quite young or not well-coordinated, you should probably start batting practice with an oversize plastic bat and ball (available in most toy stores). Try hitting a stationary ball before trying to hit a moving ball. Use an adjustable rubber batting tee, a ball placed on a table, or a suspended ball. Then, underhand, toss the ball to your child from a short distance. When your child is hitting the ball much of the time, then get to work with a whiffle ball and plastic bat or paddle. Finally use a softball and bat.



Play Ball

When your child has learned the basic skills of throwing, running, catching and batting, show him how to run to a base after he has hit the ball, and from the base back home when he has hit especially well. Start with two bases—home plate and first base. The child hits the ball and runs to first base. If he can get back to home plate he scores a run. Then he bats again until he is out. As always, start with your bases close together and lengthen distances as your child's skills improve.

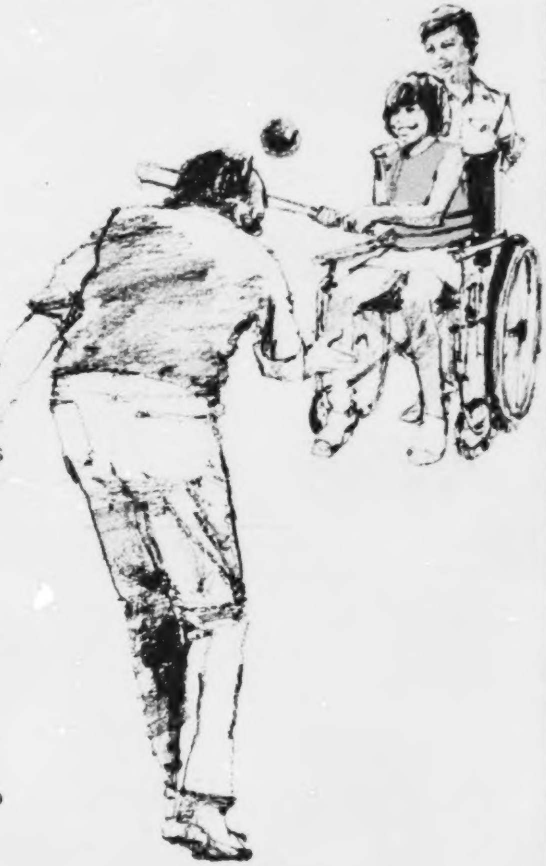
As your child gains in ability and understanding of the rules of simple baseball-like games, make the games more complicated, adding players and bases until you are fielding teams of five or six players—with three or four bases to run.

Your Very Special Child

Children who are confined to wheel chairs can enjoy many baseball-like activities and even softball itself. Be inventive. Many youngsters can bat while sitting in a wheelchair. Often a "pusher" is used to push the child to the base. Brother, sister, or a teammate can become a "pusher."

Use of a batting tee can simplify batting and save much pitching time. You will find instructions on how to make a simple batting tee in Let's-Play-to-Grow Guide 7, Basic Ball Skills.

For children in wheelchairs, use plastic bats and paddles and light foam or plastic balls.



Resources

Printed Materials

Softball, by Marian Kneer and Charles McCord; 1966. Rules and play of the game. $1.95

William C. Brown Co.
2460 Kerper Blvd.
Dubuque, Iowa 52001

Softball Rules in Pictures, by G. Jacobs McCrory; 1974. $1.95

Grosset and Dunlap, Inc.
51 Madison Ave.
New York, N.Y. 10010

Rule books and additional information available from:

Amateur Softball Association of America
P.O. Box 11437
Oklahoma City, Oklahoma 73111

Film

Rolling and Fielding, film loop, color, silent, 2½ min. Demonstrates rolling and fielding a ball in and from different directions and at varied speeds. Purch. $24.95

NCAA Films
P.O. Box 2726
Wichita, Kansas 67201

Equipment

Gym Bat. Lightweight, indestructible polyethylene foam bat has an extra wide hitting surface that makes it easy to make contact with the ball. $5.95 (bat and ball)

Pull-Buoy, Inc.
2511 Leach Rd.
Auburn Heights, Mich. 48057

Adjustable Batting Tee. Can be raised to any height from 27" to 43" accommodating wide range of ages and heights; good way to experience making contact with the ball. $4.50

Flaghouse, Inc.
18 West 18th St.
New York, N.Y. 10011

The No Miss Mit. Baseball glove constructed of special pile materials so that a velcro covered ball will adhere to it; this gives immediate success to children who may never have caught a ball. $5.00

Libra International Distributors, Inc.
473 North Church St.
Moorestown, N.J. 08057

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Join the Winner's Club

Post the "I'm a Winner" Chart and have your child fill in or color the illustrated squares as each hour of Let's-Play-to-Grow fun is completed — a square for each hour.

At the end of 30 hours of Let's-Play-to-Grow activity, ask your child to pick the athlete whose picture he would like to have on his Winner's Club patch.

Mail the postcard in the Manual to the Kennedy Foundation. Your child will receive a press-on patch with the picture of the athlete of his choice and a Certificate of Achievement for the whole family signed by his athlete.

You will also receive another "I'm a Winner" Chart to fill out for the next 30 hours. Keep on with Let's-Play-to-Grow until you get a whole set of patches.

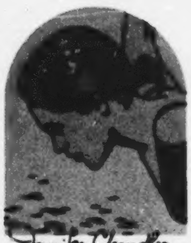
Good luck! Have fun!

Hank Aaron

Hank Aaron – Baseball
World Record Home Runs

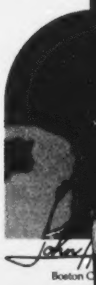
Franco Harris

Franco Harris
Pittsburgh Steelers – Running Back



Jennifer Chandler

Jennifer Chandler – Diver
Olympic Gold Medalist



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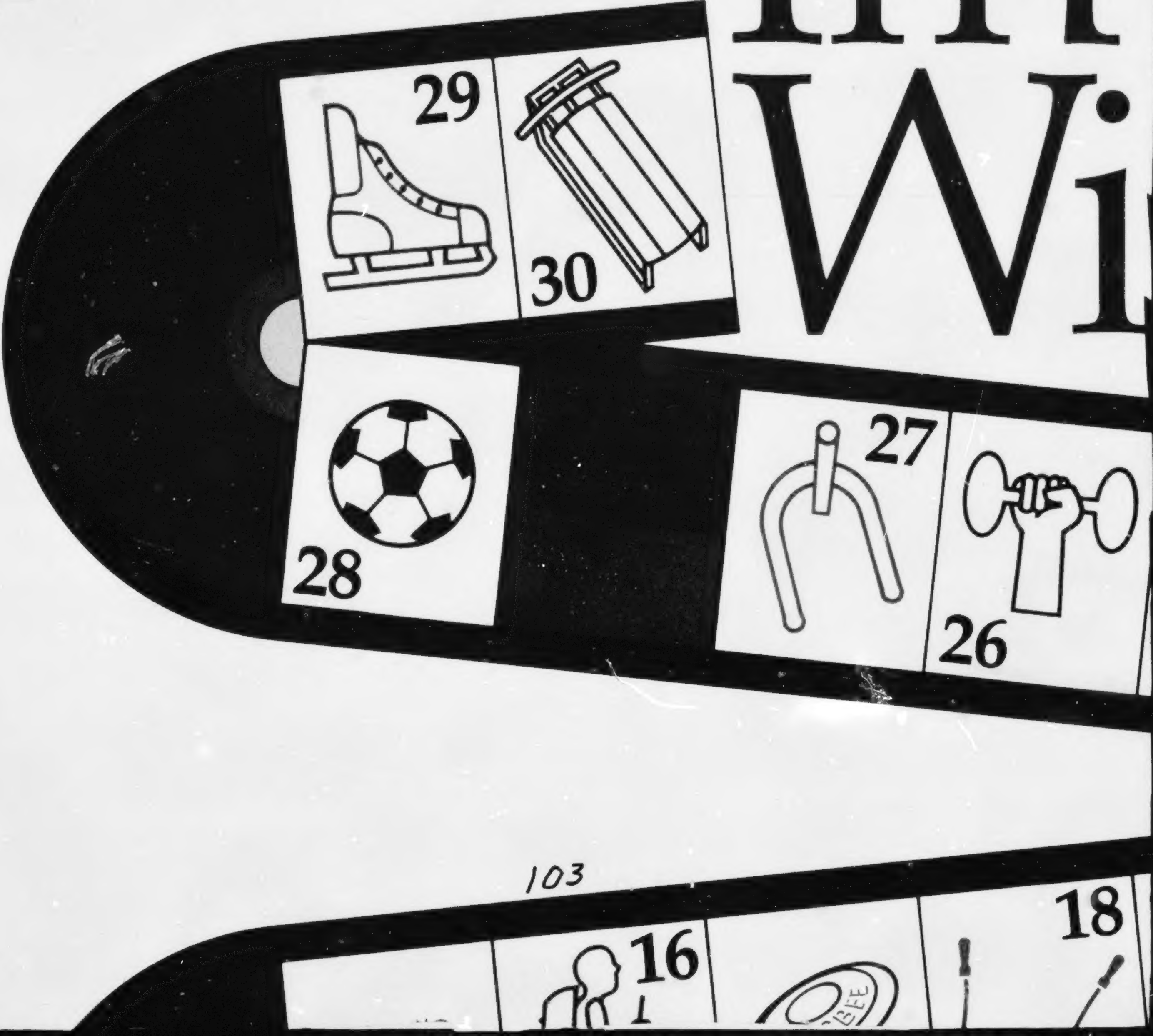
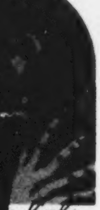
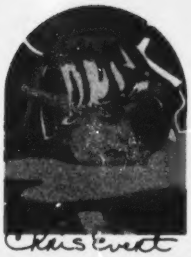
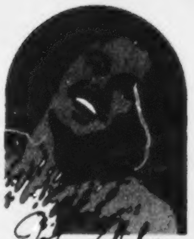



ohn Havlicek
ltics – Forward

Bruce Jenner / Decathlon
Olympic / Gold Medalist


Chris Evert - Tennis Champion


John Naber - Swimmer
Olympic Gold Medalist

Roger Staubach
Dallas Cowboys – Quarterback

Dorothy Hamill / Figure Skater
Olympic Gold Medalist

Henry Winkler / TV's "The Fonz"

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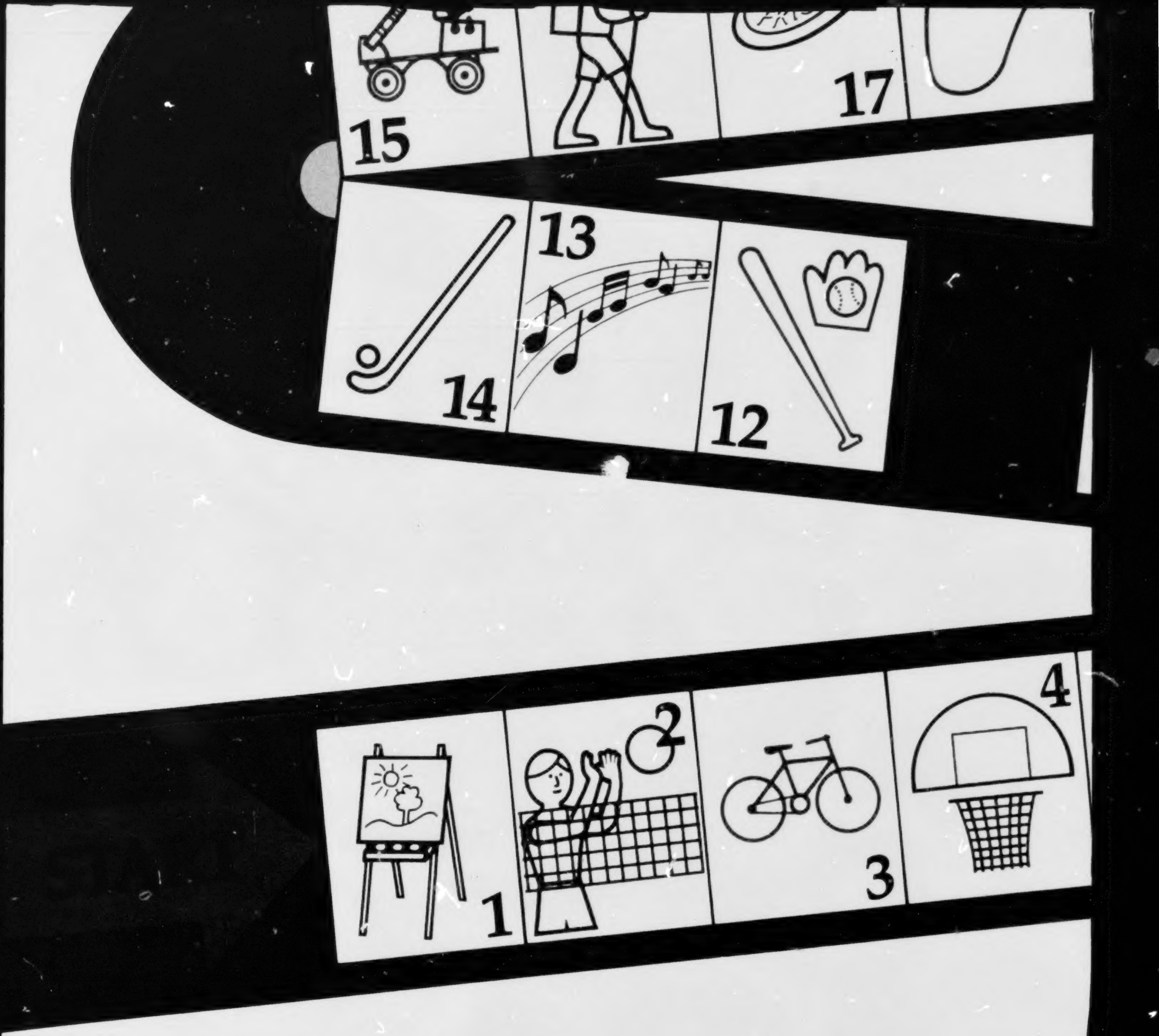
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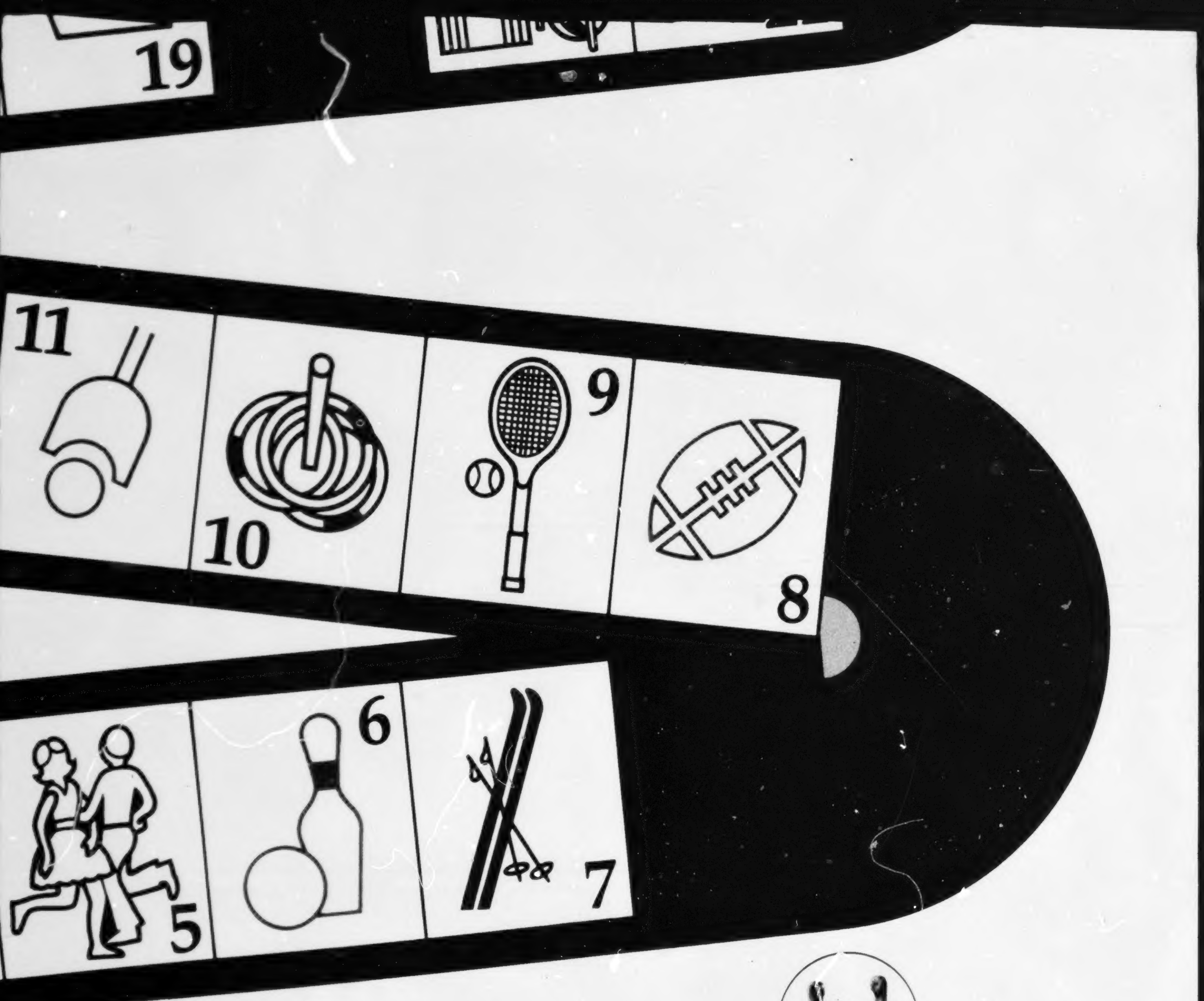
Let's-Play-



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